National Library
of Canada

Acquisitions and
Bibliographic Services Branch

395 Wellington Street
Ottawa, Ontario
K1A 0N4

Bibliothèque nationale
du Canada

Direction des acquisitions et
des services bibliographiques

395, rue Wellington
Ottawa (Ontario)
K1A 0N4

Your file Votre référence

Our file Notre référence

NOTICE

The quality of this microform is heavily dependent upon the quality of the original thesis submitted for microfilming. Every effort has been made to ensure the highest quality of reproduction possible.

If pages are missing, contact the university which granted the degree.

Some pages may have indistinct print especially if the original pages were typed with a poor typewriter ribbon or if the university sent us an inferior photocopy.

Reproduction in full or in part of this microform is governed by the Canadian Copyright Act, R.S.C. 1970, c. C-30, and subsequent amendments.

AVIS

La qualité de cette microforme dépend grandement de la qualité de la thèse soumise au microfilmage. Nous avons tout fait pour assurer une qualité supérieure de reproduction.

S'il manque des pages, veuillez communiquer avec l'université qui a conféré le grade.

La qualité d'impression de certaines pages peut laisser à désirer, surtout si les pages originales ont été dactylographiées à l'aide d'un ruban usé ou si l'université nous a fait parvenir une photocopie de qualité inférieure.

La reproduction, même partielle, de cette microforme est soumise à la Loi canadienne sur le droit d'auteur, SRC 1970, c. C-30, et ses amendements subséquents.

Canada

UNIVERSITY OF ALBERTA

A CASE STUDY OF A METHODS PROGRAM
IN ENGLISH AS A SECOND LANGUAGE
IN ST. VINCENT, WEST INDIES

by

HAROLD STEWART

A THESIS
SUBMITTED TO THE FACULTY OF GRADUATE STUDIES AND RESEARCH
IN PARTIAL FULFILMENT OF THE REQUIREMENTS FOR THE DEGREE
OF DOCTOR OF PHILOSOPHY

DEPARTMENT OF ELEMENTARY EDUCATION

EDMONTON, ALBERTA
FALL, 1993

National Library
of Canada

Acquisitions and
Bibliographic Services Branch

395 Wellington Street
Ottawa, Ontario
K1A 0N4

Bibliothèque nationale
du Canada

Direction des acquisitions et
des services bibliographiques

395, rue Wellington
Ottawa (Ontario)
K1A 0N4

Your file Votre référence

Our file Notre référence

The author has granted an irrevocable non-exclusive licence allowing the National Library of Canada to reproduce, loan, distribute or sell copies of his/her thesis by any means and in any form or format, making this thesis available to interested persons.

L'auteur a accordé une licence irrévocable et non exclusive permettant à la Bibliothèque nationale du Canada de reproduire, prêter, distribuer ou vendre des copies de sa thèse de quelque manière et sous quelque forme que ce soit pour mettre des exemplaires de cette thèse à la disposition des personnes intéressées.

The author retains ownership of the copyright in his/her thesis. Neither the thesis nor substantial extracts from it may be printed or otherwise reproduced without his/her permission.

L'auteur conserve la propriété du droit d'auteur qui protège sa thèse. Ni la thèse ni des extraits substantiels de celle-ci ne doivent être imprimés ou autrement reproduits sans son autorisation.

ISBN 0-315-88219-0

Canada

UNIVERSITY OF ALBERTA

RELEASE FORM

NAME OF AUTHOR	Harold Harvey Ching Stewart
TITLE OF THESIS	A Case Study of a Methods Program in English as a Second Language in St. Vincent, West Indies.

DEGREE FOR WHICH THESIS WAS PRESENTED Doctor of Philosophy

YEAR THIS DEGREE GRANTED 1993

Permission is hereby granted to THE UNIVERSITY OF ALBERTA LIBRARY to reproduce single copies of this thesis and to lend or sell such copies for private, scholarly or scientific research purposes only.

The author reserves all other publication and other rights in association with the copyright in the thesis, and except as hereinbefore provided neither the thesis nor any substantial portion thereof may be printed or otherwise reproduced in any material form whatever without the author's prior written permission.

(Signed) ...H. Stewart...................
PERMANENT ADDRESS:
1915 Braecrest Drive
Brandon, Manitoba. Canada
R7C 1A3

DATED ...June 9......, 1993

THE UNIVERSITY OF ALBERTA

FACULTY OF GRADUATE STUDIES AND RESEARCH

The undersigned certify that they have read, and recommend to the Faculty of Graduate Studies and Research, for acceptance, a thesis entitled "A Case Study of a Methods Program in English as a Second Language in St. Vincent, West Indies" submitted by Harold Harvey Ching Stewart in partial fulfilment of the requirements for the degree of Doctor of Philosophy.

D. Massey
D. Massey, Supervisor

Jean Clandinin
J. Clandinin

K. Bacchus

Janis Blakey
J. Blakey

K G Jacknicke
K. Jacknicke

Jean Clandinin for
K. Skau

Date: June 2, 1993

DEDICATION

This study is dedicated to the teachers
of St. Vincent and the Grenadines.

ABSTRACT

The purpose of this case study was to reveal the impact of an English as a second language methods course on the professional lives of a group of teachers from St. Vincent, West Indies. The course was offered in Kingstown, St. Vincent during two consecutive summers, each summer session lasting two weeks. The course was planned and presented by tutors from Canada and St. Vincent.

The methodology for this situational interpretive study involved using journals, letters, interviews, and documents provided by the course participants in collaboration with the researcher in order to reveal the insiders' perspective of the program and its influence on their lives. The thesis provides profiles of each of the participants drawn from accounts of their experiences during and after the workshop. This thick description, supplemented with photographic illustration, constitutes the essence of the study.

To reveal the meaning of the program for the teachers, the researcher located the workshop experience within the context of the teachers' personal lives, their workplace conditions, and their cultural milieu. This situational interpretive approach led to the discovery of several customs of teaching which appeared to determine the acceptability of the ideas presented at the workshop. Thus, strategies which were perceived as improvements to the putative practice of drilling students were favourably received. On the other hand the program had little affect on the custom of teaching standard English using a traditional grammar approach.

Many of the untrained teachers stated that the workshop had helped them to understand the differences between the vernacular dialect and standard English. This understanding appeared to generate a more respectful perception of the Vincentian dialect. As a result, many of these teachers claimed that in the classrooms, they no longer treated the local dialect as an inferior version of standard English.

The study led to the discovery of a number of the needs of the participants, such as the need to improve their personal skills in using standard English, or the need to acquire some basic training prior to teaching, needs that had not been considered during the preparation of the program.

ACKNOWLEDGEMENTS

I would like to acknowledge the assistance of all those who helped me in planning and conducting this study. In particular, I would like to recognize the following people:

At the University of Alberta, Dr. R.K. Jackson, who helped me conceive the study, Dr. D.L. Massey, who guided me throughout the course of the study, and Drs. M.K. Bacchus, J.M. Blakey, D.J. Clandinin, K.G. Jacknicke who were very supportive of my efforts.

At the Organization for Cooperation in Overseas Development, the late Herb Edwards, former Executive Director of OCOD, and Dr. H. Sharman, former acting Executive Director of OCOD, for their support and encouragement for undertaking this research.

In St. Vincent and the Grenadines, MacAuley Peters, the acting Chief Education Officer, faculty members at the Kingstown Teacher Training College, Head Teachers of the participants' schools for their cooperation, and the participants themselves for their faithful involvement in the research process.

In my home, my wife Elizabeth, daughter Heather, sons Allan and Thomas for their support and assistance with reading and editing the manuscript, and for their patience with me during periods of absence.

TABLE OF CONTENTS

Chapter Page

1 THE PROBLEM AND ITS BACKGROUND 1
  Introduction 1
  Purpose of the Study 3
  Importance of the Study 3
  Program Setting 3
    The Economic Situation 4
    The Education Situation 4
    The Teacher Training Situation 4
    The Language Situation 5
    Improving These Situations 10
  Organization of the Thesis 11
  Definitions 11

2 PLANNING THE STUDY 13
  Extent of the Study 13
  Philosophical Foundations 14
  Format of the Study 15
  Orientation of the Study 16
  Methodology 17
    The Researcher 18
    The Methods 19
    The Interpretation of the Date 21
    Quality Standards 21
    Ethical Considerations 23

3 THE ENGLISH AS A SECOND LANGUAGE PROGRAM . . . 24
  The Researcher's Background 24
  ESL Programs in the Caribbean 25
  Phase One of the St. Vincent Program . . . 26
    Course Goal 26
    Topics to be Covered 27
    Day 1 Program 27
    Day 2 Program 27
    Day 3 Program 27
    Day 4 Program 27
    Day 5 Program 28
    Day 6 Program 28
    Day 7 Program 28
    Day 8 Program 28
    Day 9 Program 28
    Day 10 Program 28
  Phase Two of the St. Vincent ESL Program. . 30
    Goals of the Program 30
    Day 1 as Planned 31
    Day 1 as Presented 31
    Day 1 Notes and Comments 31
    Day 2 as Planned 33
    Day 2 as Presented 33

Chapter Page

Day 2 Notes and Comments 33
Day 3 as Planned 34
Day 3 as Presented 34
Day 3 Notes and Comments 34
Day 4 as Planned 35
Day 4 as Presented 35
Day 4 Notes and Comments 35
Day 5 as Planned 36
Day 5 as Presented 36
Day 5 Notes and Comments 36
Day 6 as Planned 37
Day 6 as Presented 37
Day 6 Notes and Comments 38
Day 7 as Planned 38
Day 7 as Presented 39
Day 7 Notes and Comments 39
Day 8 as Planned 39
Day 8 as Presented 40
Day 8 Notes and Comments 40
Day 9 as Planned 41
Day 9 as Presented 41
Day 9 Notes and Comments 41
Day 10 as Planned 43
Day 10 as Presented 43
Day 10 Notes and Comments 43
Conclusion to Workshop Notes 44

4 THE RESEARCH PROCEDURES 45
Journals 45
Letters 46
Interviews 47
Triangulation 48
Documents 48

5 PARTICIPANTS PROFILES 50
Profile 1. Arawak 50
Profile 2. Pablo 56
Profile 3. Paget 58
Profile 4. Mespo 63
Profile 5. Liberty Lodge 68
Profile 6. Charlotte 76
Profile 7. St. James 80
Profile 8. Buccament 84
Profile 9. Layou 89
Profile 10. Arnos Vale 94
Profile 11. Diamond 99
Profile 12. Kingstown 103
Profile 13. Greiggs 108
Profile 14. Lowman 115
Profile 15. Owia 116

Chapter Page

Profile 16. Jumby 117
Profile 17. Richmond 126
Profile 18. Commantawana 130
Profile 19. Atlantic 136
Profile 20. Sans Souci 140
Profile 21. Shore 145

6 THEMES 149
  Cultural Milieu 150
    Transportation 150
    Books 151
    Religion 151
    Farming 151
    Entertainment 152
    Television and Language 152
    Dialect English 152
    Poverty 154
    Parent Involvement in Schools 154
    Communication 154
  Workplace Characteristics 155
    The Noise Factor 155
    Overcrowding 155
    Classrooms 156
    Playgrounds 157
    Apprentice Teaching 157
    Student Behaviour 158
    The Shift System 158
    Language Issue 158
    Timetables 159
    Head Teachers 160
    Common Entrance Examination 160
    Grouping Practices 160
    Resources 161
    Inservicing 161
  Personal Perspectives 161
    Language 162
    Reasons for Taking the Program 164
    Benefits to Teacher Trainees 164
    Learning to Teach 165
    The Customs of Teaching 166
    Career Perspectives 167
    Benefits from the Workshop 167
  Professional Domain 168
    Listening Skills 169
    Speaking Skills 170
    Reading Skills 171
    Writing Skills 173
    Lesson Planning 174
    Field Trips 174

Chapter Page

Audio-Visual Methods 175
General Evaluative Comments 175
Summary 176

7 CONCLUSIONS AND OBSERVATIONS 177
Conclusions 177
Observations 179
1. The Need to Provide Professional Training Prior to Practice 180
2. The Need to Examine the Use of Dialect English in the Schools 180
3. The Need to Improve the Standard English Proficiency of Teachers . . . 181
4. The Need to Stress Communicative Competency 181
5. The Need to Recognize Teachers' Efforts 181
6. The Need to Provide a Workplace Where Conditions Are Favourable To Second Language Learning 182
7. The Need to Examine the Role of the Common Entrance Examination 182
8. The Need to Improve the Apprentice Training System 182
9. The Need to Develop a Sustainable Program 183
10. The Need to Supply Canadian Tutors With More Information 184
11. The Need to Develop a Sense of Ownership for the Program 184

Reflections on this Study 184

BIBLIOGRAPHY 185

APPENDICES 194

APPENDIX A. MAP SHOWING WHERE OCOD SERVES 195
APPENDIX B. 1992 TRAINEE'S EVALUATION QUESTIONNAIRE . . 197
APPENDIX C. SAMPLE PARTICIPANT JOURNAL ENTRY 200
APPENDIX D. SAMPLE PARTICIPANT LETTER 202
APPENDIX E. VIDEO PRODUCTION NOTES 204
APPENDIX F. OCOD WORKSHOP PLANNING GUIDE 207
APPENDIX G. TALLY SHEET FOR PARTICIPANT QUESTIONNAIRE. . 210
APPENDIX H. JUNIOR FIVE ENGLISH LANGUAGE EXAMINATION . . 213
APPENDIX I. STUDENT ART FROM INFANT TWO: AGE 6 220
APPENDIX J. JUNIOR ONE ENGLISH LANGUAGE EXAMINATION . . 223
APPENDIX K. SALARY SCHEDULE FOR SVG TEACHERS 228
APPENDIX L. EXAMINATIONS IN RELIGION FOR JUNIOR ONE AND JUNIOR FIVE 230

LIST OF FIGURES

Figure Page

1 OCOD Workshop Planning Scheme 2
2 Interview Guide 20
3 Procedural Guide for the Interpretive Process. 22
4 Traffic Jam near Arawak's School 51
5 Timetable for Arawak's Classroom 53
6 View from the Front of Arawak's Classroom . . 54
7 Arawak's Classroom as Seen from the Doorway. . 55
8 Paget's School and Playground 61
9 Children Skipping Near Paget's School 62
10 Mespo's Mountainous Village and Her First School 63
11 Inside Mespo's Present School 65
12 Liberty Lodge's Primary School 68
13 A Student Copies Work from the Chalkboard . . 72
14 St. James' Classroom from the Front 82
15 St. James' Classroom from the Rear 83
16 New School Building in Buccament's Town . . . 85
17 Inside Buccament's New Classroom 86
18 Testing Time in Buccament's Classroom 88
19 Junior 5 Children Writing a Composition . . . 92
20 Children Enjoying a Break at Arnos Vale's School 94
21 Inside Arnos Vale's Small School 95
22 Teaching Standard English to a Junior 1 Class 97
23 Kingstown's Corner Classroom 107
24 Inside Greigg's Crowded School 109
25 Greigg's School and Part of the Playground . . 113
26 Playground Activity Outside Jumby's Classroom 121
27 Richmond's Crowded Classroom 127
28 Happy Girls Dressed in Their School Colours. . 128
29 Commantawana's Shared Classroom 133
30 View from Commantawana's Classroom Door . . . 135
31 The Front of Atlantic's Classroom 139
32 A View of the Infant Section in Atlantic's School 140
33 The Teacher Training College Campus in Kingstown 146
34 The Contractual Relationship of Thematic Areas 150

Chapter 1

THE PROBLEM AND ITS BACKGROUND

In this chapter I will discuss the origins of my study: why it took place and where it took place. I will also explain why the study may be important. Finally, I will describe how the thesis is organized, and offer definitions of several terms that may be unfamiliar to the reader.

Introduction

During the summers of 1990 and 1991 I was involved with a volunteer inservice program designed to assist teachers in St. Vincent, West Indies. The Canadian organization responsible for the program is called the Organization for Cooperation in Overseas Development (OCOD). OCOD is involved with summer programs in a number of Caribbean countries. A map from the OCOD tutor manual showing the location of its summer programs is included in this thesis as Appendix A. Briefly, OCOD programs work in the following way. The host Caribbean country identifies a need for assistance in training teachers in a certain field. OCOD selects a Canadian volunteer qualified in that field who then plans a series of two summer workshops with a West Indian volunteer teacher. In OCOD terminology the Canadian is called the tutor and the West Indian the co-tutor. These two persons then conduct the summer workshops in the host Caribbean country. After the two-phase program has been completed, the Canadian tutor is often withdrawn, leaving the program to be operated by the remaining West Indian, now the tutor, and a newly appointed West Indian co-tutor. Figure 1 illustrates the usual steps in the program.

Step 1. Host country requests a workshop in a specific area such as English as second language.
Step 2. Recruitment and selection of Canadian and West Indian volunteers as workshop leaders: tutors and co-tutors.
Step 3. Orientation and program planning sessions are held in Canada for all tutors and co-tutors.
Step 4. Host country arranges for registration of workshop participants and makes on-site preparations for the operation of the workshop.
Step 5. The workshop operates over two summers with the Canadian tutors and the West Indian co-tutors.
Step 6. The workshop is evaluated and repeated if requested by the host country. Withdrawal of the Canadian tutor is encouraged at this point.

Figure 1. OCOD Workshop Planning Scheme

During the summers of 1990 and 1991 I was the Canadian tutor for a course called Teaching English as a Second Language in Kingstown, St. Vincent. I worked with two West Indian co-tutors during the first summer and with one during the second summer. There were 24 participants registered in the first phase of the program and 26 in the second. Twenty-one actually completed both phases.

At the conclusion of the program each workshop participant was required to complete a standard evaluation questionnaire. The questionnaire was designed a number of years ago for use following completion of all OCOD courses. The evaluation questionnaire consists of 21 statements to which the participant is to respond by circling Agree, Undecided, or Disagree. A copy of the questionnaire is included as Appendix B of this thesis.

The questionnaire has four parts. Part A deals with methodology. Here, most of the statements deal with tutor competency, e.g. number 3 reads. "Tutor(s) had adequate knowledge of subject matter". Part B deals with course content, e.g. number 16 reads, "Amount of subject matter was appropriate to time allotted". Part C deals with on-site facilities, e.g. number 20 states. "Classroom comfort was adequate". Part D, the final section, has several blank lines for participants' comments.

Generally, the evaluation questionnaires completed at the end of the ESL course were very flattering to the tutors. My suspicion is that these results reflected the participants' appreciation for having had the opportunity to meet together and to share experiences in a congenial and polite environment. Course content too, was generally given high marks. The section dealing with on-site facilities received the least favourable results although they were higher at the end of the second phase than at the end of the first phase when the program had been held in a very small classroom at a Technical College right next to the main airport runway on the island. Local authorities wisely chose a much better site for the second phase of the program, and this is likely the reason for the more positive results on the phase two questionnaires. Participant comments on the final section of the questionnaire consisted of complimentary adjectives like "beneficial", "helpful", "successful", "informative", "educational", and even "inspirational"!

These questionnaires do provide OCOD and the host governments with some information which can be helpful in making administrative decisions involving the choice of tutors, materials, and facilities. In the case of the St. Vincent ESL program for example, the negative reactions made to statements about the appropriateness of the location for the first phase of the program may have been a factor in the decision to choose a different site for the second phase. The shortcoming of the questionnaire is that it does not address adequately the question of the impact of the program on the professional lives of the participants. Only two statements on the questionnaire deal with reactions to the program on a personal level: number 10 reads, "I have benefitted academically from this", and number 11 reads, "I would like to participate in another OCOD workshop." All 24 who responded to the questionnaire on completion of the program circled Agree for number 10, and all but two circled Agree for number 11. The other two circled Undecided.

This meagre information did not satisfy my curiosity about the impact of the program on the professional lives of the participants. The conception for this study then arose as a result of my desire to know how this inservice program had affected the participants in their professional lives. As a result, the intent of the study became to explore the impact of the inservice program on the professional lives of the workshop participants.

Purpose of the Study

The purpose of the study was to discover the meaning that the ESL program had for the participants during and after the workshop. Two questions guided the research: first, what did the participants experience in the workshop? second, what was the impact of this experience on their professional lives?

Importance of the Study

Although satisfying my own curiosity was important to me, I also hoped that the study might be useful to those who are entrusted to make decisions about future inservice programs in St. Vincent. A brief description of the program setting may help to explain this rationale.

Program Setting

St. Vincent and the Grenadines is a small archipelagic state situated in the windward chain of islands in the Caribbean. The area of the main island of St. Vincent is 388 sq. km. and the population, according to a preliminary report of the Population and Housing Census released Sept. 17, 1991 was 107,598. Historically, St. Vincent became a British possession in the eighteenth century, and remained so until the present century. It was administered by the Governor of the Windward Islands until it became part of the Federation of the West Indies in 1958. This federation was an attempt to unify the former British colonies of the Caribbean under a centralized governing body, but political rivalries led to the dissolution of the federation in 1962. After this, St. Vincent was once again governed by Britain until 1967 when it became a self-governing colony. In 1979, St. Vincent and the Grenadines (SVG) was established as a fully independent nation within the Commonwealth.

The Economic Situation

The mainstay of the economy is in agriculture, forestry, and fishing. This sector employs about 25% of the working population. Unemployment has been estimated at between 30% and 45%. Foodstuffs account for 80% of the domestic exports, particulary bananas. Arrowroot starch and vegetables account for most of the rest. The dependency on the banana trade with Great Britain is currently in jeopardy because of Britain's commitments to the European Common Market. Agriculture is vulnerable at the best of times in the West Indies due to the ravages that can be afflicted by nature. The banana crops in SVG were almost completely destroyed by a volcanic eruption in 1979, and by a hurricane in the following year.

Like other small states of the Commonwealth, SVG does not have a great deal of industrialization. Industry is not attracted to a nation with such a small population. The domestic market is too small to make investments profitable. The Gross National Product (GNP) of St. Vincent works out to be a little more than one thousand dollars (American) per person per year. This lack of wealth becomes a non-manipulative in the task of managing the country's economy.

The Education Situation

The problems facing the government of St. Vincent and the Grenadines (SVG) in providing a basic education for its citizens are vast. The main problem is the economic one. A United Nation's report (1991) states that about 12% of St. Vincent's public expenditure is being spent on education, 71.9% of this going to support the free seven-year primary education program. Of this amount, about 10% goes to maintain school buildings and furnishings, and to provide basic school supplies. Donor nations which used to supply assistance in this area have not been so generous since the recession of the 1980's. The remaining 90% of the money allocated to education goes to pay for teachers' salaries. Yet, teachers' salaries are very low compared to the salaries earned by nurses or policemen. Young people are not attracted to teaching because of its low wages, and those who begin a career in teaching frequently leave when a more lucrative opportunity arises. Unfortunately, this happens often with those who are most qualified and who are the most valuable to the system.

The Teacher Training Situation

Another problem faced by the government of SVG is providing qualified teachers for its schools. In a report prepared by Binda (1986) for OCOD, he noted that only 27% of primary school teachers in SVG were trained. This means that almost three quarters of the children attending the seven years of primary schooling are being taught by untrained teachers. Even more disturbing is the fact that the number of untrained teachers seems to be increasing. The Teachers' Training College in St. Vincent offers a two-year training program and attempts to graduate at least 60 teachers per year. There is often difficulty in finding candidates with even minimum academic qualifications to the program: four "O" level passes on the Caribbean Examination Council (CXC) examinations with at least a "B" average in English and passes in two other teaching subjects. Candidates are also expected to have taught for at least two years before being admitted to the Teacher Training College. St. Vincent has a very low pass rate, about 3%, on the regional CXC examinations. This is not surprising considering the large number of unqualified teachers. Binda (1986) also notes that there is little assistance given to the untrained teachers: there is a lack of a school based support system, inadequate teacher supervision, and few inservice opportunities.

Teachers tend to rely on their personal experiences for their teaching methodology (Belenky, Clinchy, Goldberger, & Tarule, 1986; Bruner, 1985; Connelly & Clandinin, 1985; Eisner, 1981). The untrained teachers of SVG are even more likely to do so, lacking the opportunity to receive formal training. In spite of the fact that there are many dedicated and resourceful teachers among the ranks of these untrained teachers, there are those who still rely on the various methods by which they were taught, and prominent among these methods is rote memorization. There have always been good students who emerged from this pedagogy, but it is likely that they succeeded in spite of the system, not because of it. In general, the untrained and unqualified teachers of SVG appear to be producing untrained and unqualified students. The education system in SVG seems caught in a self-perpetuating cycle of despair.

The Language Situation

A further complication in the educational setting found in St. Vincent is the language situation. The version of English spoken in St. Vincent is quite unlike the dialects found in other English speaking countries like Australia, Canada, United States, or Wales. As Roberts (1988) points out, these dialects tend to disappear when rendered in print. This does not occur with the Vincentian dialect. First of all, there is no official written version of the Vincentian dialect, and as Brathwaite (1984) explains, efforts to render West Indian dialects generally into print fall far short of more colourful spoken versions.

The Vincentian dialect developed during the colonial period, particularly between 1763 and 1838 when slaves were brought from Africa to work in the sugar cane fields. Because they came from different African tribes, the slaves did not share a common language. As a result, they developed a language based on contact with their European masters. These masters themselves often came from various dialectic regions of Britain so there was not even a consistency in the English language spoken. A language which emerges from circumstances like these is called a Creole language (Carrington, 1983).

Hymes (1971) claims that the word Creole came from the Portuguese word "crioulo" which meant a white man of European descent born and raised in a tropical colony. Later, the word came to include non-Europeans, and eventually to the language spoken in the colonies. Roberts (1988) notes that a French-based Creole, such as that found in Dominica or St. Lucia, is often called a patois, whereas an English-based Creole, such as the one found in Barbados or St. Vincent, is often called a dialect. To distinguish the common or folk language of St. Vincent from the more internationally accepted standard English, the participants in this study most often referred to the former as Dialect English and to the latter as Standard English. These two terms will appear frequently throughout the study, sometimes abbreviated to DE and SE. Occasionally, a participant will distinguish between Vincentian Standard English and the Standard English spoken by foreigners or by local people who have lived for a long period in a country such as the United States or Great Britain. In linguistics several varieties of Creole are identified, basilect being the basic form, followed by mesolect, then the most sophisticated, the acrolect. These forms are not easily distinguished and in practice, features of one are often found in others. Le Page (1988 p. 31) argues that "the locus of language is the individual", and we each can have several varieties of languages available to us from which to choose for different situations.

Following the abolition of slavery in 1838, Indian, Portuguese, and British immigrants were brought to St. Vincent as indentured workers, and the languages these people brought with them added still more complexity to the Vincentian dialect. Outside of a number of geographical names, little French influence can be detected in the local language. The island was under English domination from very early times.

During the 1960's and 1970's linguists produced a large volume of literature describing the Creoles of the Caribbean, especially for the larger countries like Jamaica, Guyana, and Trinidad. In general terms, the Creoles are characterized by many reductions in form, e.g. the deletion of auxiliary verbs such as be, do, and have; the deletion of contractible words, (Roberts, 1988); by short, simple sentences, and a dependency on extralinguistic content (Craig, 1988). Some of the general description of Creoles provided by linguists is applicable to the St. Vincent Creole, but much is not because (a) Vincentian Creole differs from the basic Creole forms found on most of the other islands in that it lacks the French component, and (b) the Creole of St. Vincent has not been studied to the same extent as the Creole of many of the other islands. To provide a more authentic description of the Vincentian dialect I would like to quote from notes made during a lecture on this subject given by C.P. Hall (1990). Here are the distinguishing features of Vincentian Creole that he described for the participants at the workshop.

A. Pronunciation Features.
1. Changing [th] to [t] e.g. think to tink.
2. Changing [th] to [d] e.g. then to den.
3. Changing [v] to [b] e.g. naval to nabal.
4. Deleting final consonants e.g. hold to hol.
5. Lengthening of vowels e.g. in to een.
6. Broadening of vowels e.g. pot to pat.
7. Switching of consonant sounds e.g. film to flim.

B. Grammatical Patterns.
1. Plural: (a) use of number e.g."two boy." (b) use of "dem", e.g."dem boy", or simply "dem".
2. Use of Pronouns: (a) as subject e.g."me gwan home", "me hongry", "me like mango".(b) as object: e.g."John give me it." (c) as possessive: e.g."Give me me book", "Me can na fin me shoe."
3. Distinction in Gender depends on contextual clues. e.g. "E done nuam e dinner" might mean "He doesn't want his dinner", whereas "E ah beat e pickney like uf e ah wun daag" may mean "She is beating her child as if he or she were a dog."
4. Redistribution for emphasis, e.g."Me feel sick sick", or "De boy stupid stupid."
5. The word "a" can have several prepositional meanings: e.g." Me gwan a town", meaning I'm going to town, "E fish dey a pat already" meaning the fish is already in the pot, and "She dey a de carna" might be the answer to the question "Where sister?"
6. Questions asked in statement form, e.g. "You see de man?" or "You have a spare pen?"
7. No linking verb, e.g. "I tired" or "She lazy".
8. No subject and verb agreement, e.g. "Joe live in town." or "My brother like football."
9. Avoidance of the passive voice, e.g. "De egg break" or "De fish selling."
10. No apostrophe to show possession, e.g. "De man house." or "Joan book."
11. Use of "na" to show negative, e.g. "Me na know", or "Me na feel good."
12. Some verbs are used for both present and past tense, e.g. "Ah buy it las week" or "She eat me mango las night."

In terms of status, Standard English has always had more prestige than Creole English in the Commonwealth states of the Caribbean. Carrington (1983) points out that in these states Standard English has always been the official language, the language of control. Standard English has international currency. Well educated people speak Standard English, and it has a well known literature. By contrast, Creole is the language of the uneducated. Since it is for the most part an oral language, it has no long tradition in literature or scholarship. Craig (1986) reports a direct link between language use and socio-economic status throughout the West Indies. Both Craig (1986) and Roberts (1988) note that the poor and rural population tend to speak Creole, whereas the economically advantaged people who live in urban areas speak Standard English.

Braithwaite (1984) and Devonish (1986), however, point out that Creole has gained in status in recent years, and is now found in courts, in the media, and in political speeches, although not in political policy. Some West Indians now associate Creole with liberation from foreign domination and oppression. Some use Creole as a way of expressing their national pride.

The language situation in the West Indies has always presented a problem for educators. The language of instruction in schools throughout the Commonwealth nations of the Caribbean has been English from colonial times to the present. For many years it was believed that the presence of Creole was the cause of low levels of proficiency in English language performance, and consequently its eradication became one of the functions of the school (Roberts, 1988). Even after independence during the 1950's and 1960's, it was generally believed that with increased use in communication and education, Standard English would quickly replace Creole. Devonish (1986) says that this did not happen because the teachers and their pupils were well matched linguistically. They were all Creole speakers. During the past few years there seems to be a growing realization that Creole is a legitimate language in its own right. This change of status has been aided by linguists who have determined that Creole has all of the same basic structures of any recognized language, and is not simply bad English. Roberts (1988) claims that many teachers, especially the younger ones, now support the view that rather than replacing Creole, Standard English should be taught as a second language, one to be taught in addition to the native language.

A number of reasons have been suggested to explain why West Indian students have not generally achieved high levels of proficiency in English language. Many of these reasons refer to unsatisfactory teaching practices. Craig (1976) noted a preoccupation among educators with correcting errors rather than emphasizing the building of self-confidence. He said that examinations were determining course content, teaching methods, and even text book writing. Roberts (1988) believes that language is being taught through "dissembling" and "hyper correction." He states that language cannot be taught in isolation, and native-like speaking proficiency cannot be achieved through formal education alone.

Craig (1984, p. 1) identifies the teaching of reading in English to Creole speaking children as a major educational problem. He explains that the Creole speaking child has to do two things at the same time:

> (1) to learn the relationship between written or printed shapes and the meanings they represent; and (2) to perceive or vocalize the letter meaning in terms of English sounds, English word forms and English syntax. For the Creole speaker learning to read, both of these things are new and have to be learned. For the English speaker, however, only (1) has to be learned since (2) is automatic.

Suggestions for improving the teaching of English language skills abound. It seems that there is no shortage of experts in this field. A common feature among these suggestions is the recognition of Creole as a distinct and independent dialect, not just some flawed form of English that must be corrected. Some form of second language teaching (Carrington, 1983), or a form of bilingual or bidialectic education (Devonish, 1986) are among the suggestions. Having West Indian children begin schooling in their native language has some support in the research. In studies by Downing (1984) in Papua New Guinea, and by Modiano (1968) in Guatemala, children taught to read first in their native language read with more comprehension than children who were taught first in their second language. Goodman (1973) and Hayden (1985) argue that if reading is considered a process of prediction, integration, and confirmation, then reading in the child's first language should be advantageous. It is difficult to ascertain just how relevant this research is to the situation in the West Indies, particularly in St. Vincent, because the option of having children begin to read in their first language does not exist, there being no reading material developed in Creole. In Canadian French immersion classes at the kindergarten level, where reading is not taught, students are exposed to a great deal of the second language but are not required to communicate in that language. They may continue to use their first langauge. In most provinces they begin reading in the first grade in the second language, and according to Swain (1974), Genessee (1979), and Cummins (1983), there are no negative effects on the children's first language. I hasten to add, however, that although this alternative may seem to have attractive possibilities for the St. Vincent situation, there are major differences in the social, political, economic, and educational environments between Canada and St. Vincent. To conclude this discussion then, looking to the research done in other countries fails to produce a tailor-made solution to the language teaching problem in St. Vincent.

Improving These Situations

Under these conditions what can be done to help? Many authors, Bacchus (1987), Brock (1987), Farrugia (1987) and Fergus (1987), appear to support a diversified approach to the kind of problems facing SVG. There is no simple solution. Local control, use of local personnel as much as possible, acceptance of foreign aid that does not have conditions attached, formulations of clear policies, and effective coordination of all efforts are all suggested guidelines for successful and sustainable development.

For the desperate circumstances facing education in SVG, the OCOD summer workshops seem insignificant, yet for a sizeable number of teachers these workshops may be the only professional training they get. During the summer of 1991, there were 11 OCOD workshops held in SVG, nine on the mainland of St. Vincent, and one each on the Grenadine islands of Union and Bequia. Over 200 teachers attended these workshops. The program with which I was associated was one of those held on St. Vincent.

What these workshops actually accomplish is not really known. The format for the workshops was established about 20 years ago. In 1990 the Canadian International Development Agency (CIDA) reduced the amount of funding to OCOD, forcing the organization to make two significant changes: first, the former three-phase workshops were reduced to two phases, and second, face to face program planning between Canadian and Caribbean tutors was to take place every second year rather than each year. Other than these changes, the workshop format has gone unchanged since it was initiated in 1973 in spite of the fact that considerable innovation has taken place in Third World development theory and practice (Bacchus & Brock, 1987), and in in-service practices (Campbell, 1990) since that time. The only feedback that is available, to the best of my knowledge, is the questionnaire mentioned above, a similar questionnaire filled in by the tutors, and a debriefing session held for all tutors at the conclusion of each summer program.

The importance of some form of evaluation is made clear in the Binda report (1986): "OCOD must embark upon an evaluation of its trainees in situ, as they are implementing skills learned in the workshops. It does not make sense to deliver programs and not evaluate their implementation, use and effectiveness" (p.9).

In an unofficial conversation with the St. Vincent OCOD team leader during the summer program of 1991, I was told that there was definitely an interest by Vincentians in having some form of evaluation of the OCOD programs. Both Binda and the St. Vincent team leader have recognized the importance of foreign assistance through such programs as those offered by OCOD, but they also recognize the importance of evaluating these programs periodically so that appropriate adjustments can be made in order to maximize the benefits.

Interest in a formative-style of evaluation of an OCOD program was also expressed to me in separate conversations with several people as this study was being considered: the acting Chief Education Officer for the Ministry of Education for SVG, the Executive Director of OCOD (since deceased), and the chairperson of the Board of Directors for OCOD. All these people, it appears, had thought about carrying out some kind of program evaluation, but for one reason or another had never initiated one. This study, however, does not go as far as this paragraph may lead one to believe. The purpose of this study is more heuristic than evaluative. It is more concerned with discovering meaning than assigning value. As such, it is intended to serve a process of formative evaluation by providing the voice of one of the stakeholders in the process.

Organization of the Thesis

The first chapter of this thesis has dealt with the introduction of the problem, the rationale for doing the study, and a description of its setting. The second chapter will deal with how the research was conceived: its parameters, format, orientation and methodology. Chapter three is a description of the experience of the ESL program from the perspective of the researcher. The fourth chapter is an account of the research procedures, and the fifth, the profiles, is a description of the ESL program and its impact on the lives of the participants in the year following the program taken from the perspective of each of the participants. Chapter six is an attempt to re-interpret the experiences provided in the preceding descriptions using a thematic scheme. The seventh chapter attempts first, to draw some conclusions from the case study, and second, to make some observations about the needs of the participants.

Definitions

In keeping with the narrative style of this thesis, many explanations are included in the text. Due to the cross-cultural nature of the study, however, there may be some terms that are unfamiliar to readers. Included among these are the following.

O-levels and A-levels: refers to secondary school examinations provided by the Cambridge examination council. The letter O stands for ordinary, and A stands for academic.

CXC Examinations: These are examinations created by the Caribbean Examination Council uniquely for Caribbean students.

Many Caribbean nations now use these examinations rather the ones produced in Cambridge.

Infant 1: Children begin school at age 4 or 5 in SVG. Their first year is called Infant 1, and the second year Infant 2. They then proceed to Junior 1 through to Junior 5, at which point they write the Common Entrance Examination, formerly called the 11-plus examination. If this examination is completed successfully, students may proceed to secondary school. Please note that the number of secondary positions is restricted. If students are unsuccessful at writing the Common Entrance Examination, they must remain in primary school for a further three years, called Senior 1, 2, and 3. If students are successful during these three years they may have another opportunity to enter secondary school. Secondary school years are called Forms 1 through 6.

Headmasters: The administrator of a primary school in SVG is called a headmaster, or occasionally a head teacher. The administrator of a secondary school is called a principal.

A number of expressions may occur in the dialogues of the participants which are unfamiliar to the reader. Hopefully, these will be understood from the context. Some common words, however, have a meaning which I did not at first recognize. For example,. the first meaning I think of when I hear the word "writing" is the process of putting ideas of paper. The first meaning of the same word for the participants was handwriting. To "call" for the participants means to read aloud correctly a word or words from a reading selection. To "humbug" means to bother. One of the fascinating aspects of this study was the ongoing negotiation for meaning.

Chapter 2

PLANNING THE STUDY

This chapter deals with how I conceived of the study and how I went about planning for it. The chapter begins by defining the starting point and boundaries of the study followed by an outline of the philosophical foundations of the study. Then I explain why the case study format was chosen. This is followed by an explanation of the orientation of the study. Following this, there is a description and explanation of the methodology that was chosen, and a section describing how the information resulting from the study was to be processed. The chapter concludes with an explanation of how I proposed to maintain control of the quality of the research, and a statement of commitment on preserving ethical standards.

Extent of the Study

The starting point for this study was the ESL program provided by OCOD at the request of the Department of Education for St. Vincent and the Grenadines. This program consisted of two phases: a two-week program in July of 1990, and another two-week program in July of 1991. In all, the program involved 100 hours of in-class time. The study involved the 21 teachers who completed both phases of the program. All but four of these were untrained teachers. At the beginning of the first phase, most had taught for at least one year. Few had the minimum qualifications for acceptance to the Teachers' College. For many of the participants this short program was their only exposure to a teacher training program. This ESL program then, was the centrepiece of the study, the dialogical focus for the research.

If the ESL program is considered the centrepiece of the study, the boundaries of the study are defined by the experiences of the workshop participants. Although it was intended that the study be confined to experiences lived during the workshop and in the classrooms following the workshop, the study was occasionally led beyond these confines into other, but related domains of experience.

The study was grounded in the experiences of the workshop participants in order to provide them with means to express their own points of view, the insiders' points of view, or what Denzin (1989) and Noddings (1986) call the emic view. Many people shared in the development and delivery of this program, but not the participants. It was developed in what Adams (1990, p.381) calls a "rationalist planning model." That is, it was developed by so-called outside experts in response to the assumed needs of those targeted. On the opening day of the program the participants were given the opportunity to respond to the announced goals of the program, but in reality this was only a token gesture because each lesson plan of the program had already been prepared. No representative of the participants ever attended a debriefing session following completion of the workshops. Participants have been essentially voiceless in the process.

Philosophical Foundations

Since this study focuses on the experiences of participants at a workshop and the effect of those experiences on their subsequent professional behaviour, philosophical questions arise as to what constitutes these experiences and how they can be observed.

Alfred Schutz (1953) claims that in the common sense world of everyday working and living we each develop a "stock of knowledge at hand." This "stock of knowledge at hand" is composed of intellectually created constructs related to our everyday activities. These constructs are our reality. We acquire many of them through contact with our contemporaries: parents, friends, and teachers, some through literature, and the rest as a result of our own actions. Because of this diversity of origin, our "stock of knowledge at hand" is personal and unique. Since this knowledge acts as a guide in interpreting new phenomenon, new constructs are conceived in relation to existing ones.

Using Schutz's philosophy as underpinning for this study, it occurs to me that the word "experience" may be defined in two ways. First, if we think of the ESL workshop as an experience, then it is the individual interpretation of the workshop that is the experience. To think of the event as having an independent reality is meaningless. In the verbal corollary to this definition, "to experience" would refer to the interpretive process taking place during an activity such as the ESL workshop. Second, in the common sense world of everyday living, the word "experience" is often used in a collective sense, referring to an accumulation of interpretations. Thus, when I speak of the participants' experience in the classroom I may be referring not just to a single action, but rather to many actions over a period of time. In this collective sense of experience individual constructs tend to lose their identity to broader, more typified constructs. This second interpretation of experience, in my view, would constitute one component of Schutz's more extensive notion of "the stock of knowledge at hand." The word "experience" will be used in both of the above senses in this study.

The second philosophical question asks for a rationale to explain how it is possible to observe these subjective and biographically rooted experiences. Observing another's behaviour is achieved by what Schutz calls "the reciprocity of perspectives", and he admits that it is only partially possible. Schutz believes that there are layers of behaviour, some of which are observable, some impenetrable. The reciprocity of perspectives involves attributing a perspective to another person. This is the only way we have to grasp the meaning intended by another person. In order to attribute a perspective to another person the observer must try to stand in the other's shoes, to adopt a kind of alter ego. This is only possible if the observer shares, or has knowledge of the biographical nature of the other, and if the observer is aware of the other's motives for involvement in the activity.

This phenomenological rationale rests on the following assumptions. First, the reciprocity of perspectives assumes that in the common sense world of everyday living there is a sameness in the way we interpret our own actions and the actions of others. The second assumption is that there is a causal relationship between biographic condition and behaviour. My own acceptance of these assumptions and to Schutz's philosophy generally forms the theoretical foundation for this study.

Format of the Study

Since the research deals with a rather unique, bounded phenomenon, it lent itself well to a case study approach. This choice appears to be well supported by the descriptions given by a number of authors. Stake (1988) believed that case studies focus on bounded systems, illuminating their uniqueness and providing the reader with a narrative, vicarious experience., Guba and Lincoln (1989, p.74) agree with this position: "We agree with Stake's judgement that the role of the evaluator can be to provide narrative accounts that provide vicarious experience. The case study seems to be an ideal form for that purpose." Merriam (1988, p.33) adds that "The case study has proved particularly useful for studying educational innovations, for evaluating programs, and informing policy." Merriam (p. 9) defines the case study as "an examination of a specific phenomenon such as a program, an event, a person, a process, an institution, or a social group." She lists the characteristics of a case study as "particularistic, descriptive, heuristic and inductive." (p. 11). Patton (1990, p. 54) states that case studies "become particularly useful when one needs to understand some special people, particular problem, or unique situation in great depth." Finally, Yin (1989, p.13) points out that the case study is the preferred strategy "when the investigator has little control over events, and when the focus is on a contemporary phenomenon within some real-life context."

These descriptions provide a fairly clear conception of a format that lends itself well to this study. First of all, the situation is unique in a number of ways: it is a cross-cultural program; the program was arranged and presented to teachers by teaching representatives from each of the two countries involved; this was the first program in ESL teaching methodology offered in St. Vincent. Second, the phenomenon is bounded: it deals with a specific population and their reactions to a specific event. Third, the purpose of the research is heuristic, that is, the intent is to reveal the insider's point of view to the program sponsors to assist them in making well informed decisions. Fourth, the situation is a real-life one, not purposefully contrived or manipulated by the researcher.

Orientation of the Study

The purpose of this study was to discover the meaning the ESL workshop had for the participants, and the meaning it subsequently had in their professional lives. Having defined the philosophical foundations, the boundaries, the approach, and the setting of the study, I would like now to explain the orientation of the study.

Guba (1990, p. 17) defines a paradigm as "a basic set of beliefs that guide action." Patton (1990, p. 37) defines a paradigm as "a world view, a general perspective, a way of breaking down the complexity of the real world." Although some paradigms actually seem to exacerbate this complexity, for the purpose of this study I will use the term paradigm in the sense of an orientation, a general perspective, and a basic set of beliefs.

Using Aoki's (1984) analysis of Habermas' (1972) paradigms: a) ends - means, b) situation interpretive, c) critical orientations, I have chosen the situational interpretive paradigm for the following reasons: appropriateness to the study and personal convictions.

On the question of appropriateness, Crandall (1990) and Lecompte (1990) both advise a pragmatic approach to the choice of orientation for a study: the focus of the study should determine the orientation of the research. Following this advice, the choice of the situational interpretive paradigm seems appropriate. It focuses on the emic view, the insider's point of view. It concerns itself with the participants' meaning of real life experiences as they occur in natural settings. It is dialogic and hermeneutic, in that meaning is made clear through collaborative interaction. It is holistic, taking into account both the explicit and tacit knowledge of the participants. It is inductive, grounded in the experience of the participants. Finally, it lends itself to formative evaluation and to Third World program evaluation.

From the point of view of personal convictions, the situational interpretative orientation fits well with what I believe about language and meaning. I'm sure the reader will notice the influence of a number of authors such as Bruner (1990), Krashen (1981), and Guba and Lincoln (1989) to name only a few, in the following statements. Here are three propositions about my personal beliefs that I see as being relevant to the choice of the above paradigm. First, language is symbolic and is learned through interaction with others.

The symbols we attach to what we learn are determined by our personal experience. These symbols, however, are acquired only through participation. Language learning is not like a spectator sport. It demands involvement. Second, the arena for learning a language is the social world in which we live. Language is socially constructed. We each create our own realities, but we also share many of these created realities with others, providing us with enough constancy to function effectively within our communities. Third, we tend to select what we learn. Whether we are learning a second language or preparing a thesis we are sensitive to those things which we deem valuable or relevant to our needs.

In this study of the impact of the ESL program on the participants I recognize that each one will have begun the program with unique biographical experiences. I believe that the participants have individually constructed beliefs about teaching. Some of these beliefs will be held in common with their peers. The program itself may have provided an opportunity for the sharing of these beliefs. The program may also have introduced alternative constructs, thus provoking an examination of, or a reflection upon, existing constructs. The assumptions arising from my propositions are: first, that the constructs held by the participants are indeed transformable; second, that any transformations that occur will be done selectively; and third, that since constructs are created in the arena of social interaction, then they should be studied in the same arena.

Methodology

As Brimfield, Roderich, and Yamamot (1983, p. 10) state, "The methodology must issue from the [research] question." The question in this study involved an exploration of the impact of an imported program on the professional lives of the program participants. To be responsive to this question for me meant choosing a methodology which suited a case study format and a situational interpretive orientation.

Three important design components stand out: first, the methods chosen had to reveal in depth the lived world of the participating teachers; second, revelation had to come voluntarily through the voices of the participants; and third, a variety of means had to be found to reveal this experienced world.

Various writers comment on the importance of finding meaning which is deep (Denzin, 1989), tacit (Spradley, 1980), below the surface (Patton, 1990), or inner (Eisner, 1991). The most common way of arriving at this point is through thick description. Eisner (1991, p. 15) attributes this concept to Clifford Geertz (1973). Denzin (1989, p. 33) calls it "the cornerstone of interpretive studies." There appears to be widespread agreement on the importance of this concept. It is supported by researchers such as Guba and Lincoln (1989), Miles and Huberman (1984), and Patton (1990). Providing thick description consequently was fundamental to this study.

The second important design component involved finding suitable methods to give voice to those participants who chose to collaborate in the research. Much has been written in the past decade about the need to involve teachers in the research process rather than making them the focus of the research (Braun, 1990; Britzman, 1986; Reason, 1988; Schon, 1983). In this study the voices of the participants were the most strategic component. That component forms most of the substance of the thick description.

The third design feature important to this study was the choice of methods which would reveal the lived world of the participants. A variety of methods provides a way of looking at the same phenomenon from different viewpoints. This is called triangulation (Denzin, 1978). Mathison (1988, p. 15) explains that the value of this strategy lies in providing "more and better evidence from which researchers can construct meaningful propositions about the social world." This study included a variety of methods to search for meaning.

The Researcher

Although a variety of methods were used in this study, there was only one real research instrument, and that was the researcher. Sanders (1979) has written that if the purpose of the evaluation is summative, then the evaluator should be someone who is independent of, and unaffected by the object of the evaluation. If, on the other hand, the evaluation is to be formative, then the evaluator should be someone who is close to and knowledgeable about the object of the evaluation. Since this study is deemed to be closer to the formative model than the summative one, I can qualify on at least half of his criterion: I am knowledgeable about the program, having been one of its authors. Not being close to the program does pose an interesting but not insurmountable problem which will be explained a little later.

Being the research instrument, however, makes it necessary to explain briefly the relationship between myself as researcher and the participants. In order to have a successful relationship between the researcher and the participants there must be a feeling of trust, mutual respect, and professional equality between them, according to Connelly and Clandinin (1990) and Lincoln (1990). Fortunately, I have enjoyed a good relationship with the participants, having worked with them during the summers of 1990 and 1991. The relationship between the researcher and the participants also involved collaboration. The nature of this collaboration saw the researcher being active in the process of exploration, but more neutral conceptually than the participants. The role of the participants on the other hand was more responsive and conceptually more illuminative. The key task for the researcher in this relationship was to search constantly and recursively for clear images of meaning.

The Methods

The methods I chose to use in this study were journal writing, letter writing, interviews, and an exploration of documents.

During the course of the second phase of the ESL program I asked the participants to keep a daily journal on their personal thoughts or reactions to the program. A one-page handout was prepared to explain the purpose of the journal. An exercise book and a pen were provided to each participant for use in keeping their journal. Usually about 15 minutes were set aside at the end of each day for journal writing. Most participants shared their journals with me. I read their entries, responded to them, and returned the journals as promptly as possible. Sixteen participants chose to leave their journals with me on the last day of the program. These journals provided insights on the day to day impact of the program. A sample of one journal entry is attached as Appendix C.

From Connelly and Clandinin (1988, 1990) I took the idea of using letter writing as a second method of data collection. The letters served two functions: first, I was able to maintain a long-range dialogue with the participants, and second, letters were a way of recording on-going reflections about the impact of the program in their daily experiences in the classrooms. Before leaving St. Vincent at the end of the second phase, I provided each participant with a dozen stamped and addressed envelopes, a pad of writing paper, and several ball point pens so that there would be no expenses borne by them. For each letter I received, a response was prepared and returned. A sample of one letter that I received is attached to the thesis as Appendix D.

The third method of data collection was through interviewing the participants. I proposed to carry out both individual and group interviews. Individual interviews were easy to carry out because I was able to travel to the participants' schools and visit them in their own classrooms prior to the interviews. Distances are not great on the island and the public transportation system allowed me to travel throughout the island at reasonable cost and with only a few complications.

The interviews were open-ended, having a minimum of structure. This strategy is the one favoured by Denzin (1989), Eisner (1991), Mishler (1986), Osborne (1990), and Patton (1990). Prior to each interview I would review what the participants had written in their journals and in their letters. Comments about this previous correspondence usually got the interview off to a good start. I also prepared myself for interviews which might have stalled or went seriously off topic by carrying with me a little card where I had written a number of topics. Following Denzin's (1989, p. 42) advice, the order and the phrasing of these topics were not in any particular order and were "altered to fit the individual." Figure 2 is a copy of what I called my interview guide. After the first or second interview, I found that I no longer had to refer to the interview guide, although I continued to carry it with me. The literature on interviewing contains many suggestions on techniques that can be used during interviews. I read these carefully even though I have had training and experience in interviewing first as an army personnel officer and later as a school administrator.

Group interviews appeared to be a promising source of data, a lot of the information coming from extensive literature on Focus Group interviewing. Krueger (1988) claims that group interviews promote self-disclosure. Patton (1990), quoting Brown et al (1989) says, "They give rise synergistically to insights and solutions that would not come about without them." Stewart and Shamdasani (1990, p. 36) say, "People do in fact behave differently in groups than when alone." They claim that in the group situation there can be a "snowball effect" where one idea creates others. They talk of a sense of security provided by the group, and a spontaneity not found in individual interviews.

---

1. Reasons for choosing ESL program.
2. Journal based questions.
3. Letter based questions.
4. Most important thing learned at the workshop.
5. Most pressing need.
6. If redesigning program, what changes to be made.
7. Use of handouts and course products e.g. charts, pictures, book making.
8. Describe a day at the workshop.
9. Describe a day of going to school.
10. DE and SE
11. Lesson planning
12. Reading and teaching aids
13. Tell me about yourself.

Figure 2. Interview Guide.

It was not my intention to run Focus Group interviews with participants as this strategy is really designed to probe for quite specific information from a targeted group e.g. in marketing a new product. Nevertheless, the group aspect of the strategy was appealing. Focus groups usually involve from five to eight, or even twelve interviewees. Sessions last from one hour to one and half hours. Professionally run group interviews such as these, however, often take place under ideal conditions with excellent acoustical and recording facilities. Because I did not expect to be operating under ideal conditions, my inclination was to hold group interviews with groups of three to five participants, and lasting not more than an hour. I had hoped to enlist the support of my co-tutor to help me find an appropriate location for these interviews.

I looked to the interviews as being as valuable source of data collection. My feeling was that face to face conversations would provide the best opportunity for the participant and myself to arrive at clear constructions of meaning. I was prepared to arrange for more than one interview if it was necessary. The interviews were to be carried out with only those who volunteered, and they were to be tape recorded only with the permission of the participants.

The last source of data that I hoped to use I am calling miscellaneous documentation. Glaser and Strauss (1967), Patton (1990), and Eisner (1991) have all pointed out that this area has often been overlooked by researchers. They were referring to documents like lesson plans, tests, picture files, homework assignments, photographs, and others. I took along a 35 mm camera and a video camcorder to assist me in recording this documentation.

The Interpretation of the Data.

In this study I was concerned with clearly articulating the multiple realities grounded in the experiences of the participants. Consequently, the focus of attention was on the ideas, the feelings, and the images expressed by the participants. Interpretation had to involve "making sense" (Bruner & Haste, 1987) of these ideas, feelings, and images. It was an on-going activity requiring reflection and imagination (McCutcheon, 1990), and intuition (Merriam, 1988). Above all, it required constant verification of propositions with the participants.

Figure 3 was adapted from models developed by Miles and Huberman (1984), and Strauss and Corbin (1990). This model was to provide me with a valuable procedural guide for the interpretive process.

Quality Standards.

Unlike the ends-means paradigm which has a long tradition of using validity, reliability, and generalizability as quality criteria, the situational interpretative paradigm, because of its different world view, cannot use the same criteria. At the same time, however, qualitative researchers must provide their readers with some demonstrable evidence that their work has been carried out carefully and honestly, and that their reports provide an accurate account of the phenomenon being studied.

---

1. Collect data (journals, letters, interview transcripts, and documents).
2. Reduce data by eliminating material unrelated to the research.
3. Assign an identifying tag to each statement of selected data.
4. Put each statement on a sorting card or onto a computer sorting program.
5. Label each statement as to its conceptual content.
6. Establish categories based on conceptual statements.
7. Analyze and verify categories through questioning and constant comparison.
8. Develop propositions from connections perceived among the categories.
9. Develop displays to show relationships between categories.
10. Make revisions when new understandings occur.
11. Verify propositions through feedback to participants, through reflection, and re-assessment.
12. Prepare a manuscript on the research.

Figure 3. Procedural Guide for the Interpretation Process.

With respect to the idea of objectivity, Firestone (1990, p. 111) writes, "If reality is socially constructed, then objectivity is impossible." Lather (1990, p. 319) redefines objectivity for qualitative researchers as "being aware and honest about how one's own beliefs, values, and biases affect the research process." It is an existentialist fact that I have been involved in the process of illuminating the realities of the participants. A constant effort was made to neutralize as much as possible the influence of my own beliefs, values, and biases in this process. I believe that the constant feedback of propositions to the participants, which Guba and Lincoln (1989, p. 224) call "member checks", and which Strauss and Corbin (1990, p.62) call "constant comparison" have helped to do this. I also hoped to involve my co-tutor as an outside but knowledgeable "reader" to serve as a further check on my neutrality.

A second criterion I proposed is one suggested by Lincoln and Guba (1885): consistency and dependability. To me, this meant providing the reader with assurances that the same paradigm and procedural guidelines were followed throughout the research. This criterion has been met by maintaining a record of all transactions that occurred during the study. This log or audit trail, to use Lincoln and Guba's term, has been kept and is available for the reader's scrutiny.

Another quality criterion I proposed was that of truthfulness. I believe that this is what Connelly and Clandinin (1990) have named verisimilitude. Eisner (1991) uses the term referential adequacy, and Lincoln and Guba (1985) refer to truth value when referring to this quality. This is the criterion for assuring the reader that what is reported is in fact an accurate portrayal of the reality of the phenomenon. The idea of this standard, regardless of its various names, has been met by providing thick description and by using a triangulation strategy for collecting data.

Finally, the concept of generalizability, alternatively called transferability by Guba and Lincoln (1989), refers to that characteristic of a study which makes it useful or applicable to some other person, group, or situation. As such, it is not so much a standard of quality as it is a standard of relevance. Findings of one case study are generalizable only to the degree that their idiosyncrasies match in some way the idiosyncrasies of another phenomenon, and as Eisner (1991, p. 204) points out, it is not the researcher who decides this, but "the reader makes the generalization." The responsibility of the qualitative researcher here lies in interpreting the phenomenon being studied with as much fidelity and plausibility as possible so that the information provided might be useful to stakeholders in evaluating the phenomenon under study or other phenomena having similar characteristics.

Ethical Considerations.

Because this study involved the revelation of the insiders' points of view, the participants were vulnerable to certain risks. There existed the possibility that by expressing unfavourable points of view individuals might harm themselves professionally. To prevent as far as possible that possibility, I took several steps to protect the confidentiality of remarks made by the participants.

First, there was a full disclosure (Patton, 1990) of the purpose and methodology of the study to the participants. Second, consent to participate in the study was voluntary (Eisner, 1991), and the participants were told that they could withdraw from the study at any time. Third, all participants were referred to by pseudonyms throughout the text. Fourth, the process of the research was carried out in a naturalistic setting where the participants were not manipulated in any way (House, 1990). Fifth, because the research focused on the thoughts and feelings of the participants, care was taken to articulate these thoughts and feelings accurately. Draft copies of relevant portions of the text were sent to each participant for correction and/or comment before the final draft of the thesis was submitted. Sixth, throughout the study I have attempted to treat the participants and their views with respect and sensitivity.

Chapter 3

THE ENGLISH AS A SECOND LANGUAGE PROGRAM

This chapter describes my background in second language teaching in order to provide the reader with a conception of my perspective towards teaching ESL. It then goes on to describe the planning and operation of both phases of the ESL program on St. Vincent and my reactions as a participant in the program.

The Researcher's Background

During the summers of 1990 and 1991 I was the Canadian OCOD tutor for ESL in St. Vincent. The reason why I was selected for this position was not because I knew anything about the language situation in St. Vincent, but because of my training and experience elsewhere. I would like to outline briefly that training and experience because I feel it is relevant to understanding my perceptions of my role as a participant in the workshop.

I began teaching as an untrained High School French teacher in 1957. The method used in teaching second languages then was the Grammar-Translation approach, the method by which I had been taught as a student and the same method that had been used to teach foreign languages for literally hundreds of years. Using this method, my students learned to read and write well in the target language while listening and speaking skills were given minimal attention. My training in second language teaching the following year consisted mostly of literature study and a program in phonetics.

In the 1960's the audio-lingual approach, one based on behaviourist principles became a popular method. After I had taken intensive training and began using this approach, I found that my students were able to reproduce sentences in the target language with native-like accuracy, but only in response to specific questions or situations. Their pronunciation was very good, but their other language skills were not well developed. I also learned a good deal about maintaining tape recorders and film-strip projectors during this period.

From 1965 to 1967 I taught in Zambia with Canadian External Aid, now called the Canadian International Development Agency (CIDA). I spent a year teaching mainly English in a secondary school and the second year as Head of the English Department in a new Teacher Training College. Two years later I was back teaching a course in ESL at the University of Ethiopia in Addis Ababa. During my term there I was privileged to teach a demonstration lesson for the late emperor Haili Selassi, the Ras Tafari, revered by members of a West Indian cult called the Rastafarians. My teaching strategies at this time were a combination of traditional and behaviourist methods.

The influence of Piaget (1969), a developmentalist, turned my attention from external manipulation of the learner through traditional or behaviourist methods to focus on the role played by the individual. Having a better idea of how a child develops through stages made me realize that teaching has to be adjusted to the learner's level of development. Chomsky (1969), who proposed the theoretical existence of a Language Acquisition Device or LAD, and Slobin (1971), who postulated a Language Acquisition Support System or LASS, helped me to realize that the learner is an active participant in language learning, not a vessel to be filled. To sociolinguist like Haliday (1975), Hymes (1972), and Heath (1986), I am indebted for helping me realize the extent to which our social environment plays in shaping our language learning. I began to realize that language learning does not take place in isolation. It is not a freestanding body of knowledge. Language is learned through interaction between humans. This interaction in the context of culture determines the very essence of communication. Communicative competence becomes an important aim of learning language.

During the 1970's and the 1980's I was very active in promoting and maintaining programs in ESL and French Immersion in Brandon, Manitoba. The approach that I espoused for learning a second language was an eclectic one. During the 1980's I was strongly influenced by T.D. Terrell (1977), J.J. Asher (1977), and Stephen Krashen (1987), and the so-called Natural Approach to learning languages. The influence of these writers will likely be seen in the ideas and vocabulary used to describe the ESL program for St. Vincent. Here is a set of statements that set out my current beliefs about language learning.

1. Learning language is natural.
2. We learn best from whole to part, however, some things must be learned from part to whole, especially in the written language.
3. We learn best when learning has a purpose.
4. We learn best when learning is relevant.
5. We learn best when the subject matter is interesting.
6. We learn best when there is a sense of ownership in deciding what is to be learned.
7. We learn best when we participate in the process.
8. We learn best in a positive environment.

ESL Programs in the Caribbean

My first teaching experience in the Caribbean was in Dominica during the summers of 1987 - 1989. The ESL program followed there was almost a carbon-copy of a model program that had been designed by another ESL teacher and myself on the request of the Executive Director of OCOD. This model program was to be a guide for any tutors assigned to teach a program in ESL on any of the islands served by OCOD. My Dominican co-tutor for this three-phase program was in complete agreement with using this model program. She had not been trained as a second language teacher although she did speak both the local Patois and English.

Following the completion of this program in 1989, OCOD was forced to curb its spending due to a reduction in the funds it received from CIDA. As a result of this financial problem, the three-phase ESL program planned for St. Vincent was reduced to two phases, and the West Indian co-tutors were not brought up to Winnipeg for the annual planning sessions. No alternative measures for planning were developed outside of communicating by mail. Even had we been allowed a day together for planning after our arrival in St. Vincent, the program might have been better co-ordinated. As it turned out, there was little co-ordination. This seemed to bother me more than it did the two West Indian co-tutors. For the first week we divided the class time roughly into thirds, and each of us led the class in the direction of our own expertise, one co-tutor on English grammar, the other on differences between the local dialect and standard English, and myself on approaches which had been recommended in the model program. I'm not saying that this unco-ordinated approach was necessarily bad. Indeed, the participants appeared to enjoy the change of pace and content that each of us presented! At the end of the first week of the program came another surprise when one of the co-tutors announced plans to leave for a singing tour to several other islands, and consequently would not be returning to the program. During the second week then, the remaining co-tutor and myself divided the class time in half and we each proceeded with our separate agendas. Here is a summary of the content and my perceptions of the first two-week program taken from my notes and lesson plans. The course goal and the topics to be covered were drafted by the two West Indian co-tutors.

Phase One of the St. Vincent ESL Program

This first phase of the ESL program took place at the Technical College next to the airport in Arnos Vale, St. Vincent. The classroom was of adequate size for a class of 12 or 15 adults, not for a class of 26. Oral communication was impossible while airplanes were preparing to take off.

Course goal

The goal of the program is to help trainees to become more efficient in the teaching of English as a second language.

Topics to be covered

1. General linguistic theories.
2. The nature of language.
3. The relationship between language and culture.
4. The psychology of first and second language acquisition.
5. The language situation in St. Vincent.
6. Basic comparison of English and the local dialect.
7. Writing objectives for language skills development.
8. Assessment of student language proficiency and progress.

Day 1 Program

1. Opening Ceremonies.
2. Tutors introduce themselves and the topics they intend to cover during the workshop. Short discussion session.
3. Short period of silent reading: books supplied by Canadian tutor. Note: Nancy Drew and Hardy Boy books are taken first. Professional books are ignored.
4. Informal discussion on the role of reading: led by Tutor A.
5. Lecture on use and importance of the English language: given by Tutor B.
6. Introduction and distribution of handouts provided by the Canadian tutor, Tutor C.

Day 2 Program

1. Review of Day 1: Tutor B
2. Approaches to teaching second languages: presentation by Tutor C.
3. Variety of languages: presentation by Tutor B
4. The importance of grammar: presentation by Tutor A
5. Model story reading: presentation by Tutor C

Day 3 Program

1. Review: Tutor B
2. Language situation in St. Vincent: Tutor B
3. Approaches to teaching second languages: Tutor C
4. Lesson plan preparation: Tutor A
5. Language across the curriculum: Tutor A
6. Psychology of language acquisition: Tutor B

Day 4 Program

1. Review: Tutor C
2. Listening and Speaking skills: Tutor C
3. Factors influencing the use of standard English and dialect English: Tutor B
4. Story reading modelling: Tutor C
5. Language across the curriculum, identifying and improving incorrect sentences: Tutor A

Day 5 Program

1. Review: Tutor A
2. Listening and speaking skills, continued: Tutor C
3. Language situation in St. Vincent: Tutor B
4. The use of poetry: Tutor B
5. Review of grammar points covered during the first week, discussion on grammar teaching: Tutor A
6. Evaluation and discussion about first week: Tutor A

Day 6 Program

1. Review and plan for week 2: Tutor A and C
2. Teaching vocabulary to second language learners: Tutor A presentation
3. Teaching reading to ESL students: Tutor C
4. Story reading modelling: Tutor C

Day 7 Program

1. Story telling and reading: Tutor C
2. Review of work covered to date: Tutor A
3. Grammar - common structures and irregularities: Tutor A presentation
4. Teaching writing to ESL students: Tutor C
5. Silent reading

Day 8 Program

1. Story telling and reading: Tutor C
2. Grammar - common problems and corrections: Tutor A
3. Writing for ESL students: Tutor C
4. Make and Take session - visual aids

Day 9 Program

1. Writing letters: Tutor A
2. Songs and games in ESL: Tutor C
3. Grammar - common errors and their corrections: Tutor A presentation
4. Review of strategies for teaching language skills: Tutor C

Day 10 Program

1. Preparation for Open-House display
2. Open-House visitations to all OCOD programs
3. Closing Day Exercises
4. Debriefing session for all tutors.

Many of the workshop participants kept journals during the first phase of the program. Time was usually set aside for writing in the journals during the final minutes of class each day. These journals were usually handed in to me or sometimes to Tutor A. Most journal entries provided a summary of the day's activities, and sometimes a comment was added about whether or not the day had been enjoyable. There were quite a number of complaints about the crowded conditions of the classroom, a few about the heat, and some about the food supplied at lunch time. The journals were used mainly as a check to see how the program was being received by the participants. When I asked at the beginning of the second phase to see if anyone had kept the journals from the previous year, only one had done so. The rest had used the exercise books supplied for journal writing for some other purpose. A small number of participants wrote to me during the months between phases one and two, the letters conveying friendly news items about health, family, and events. The research study was begun after the conclusion of the first phase of the ESL program.

Other impressions that I recall about the first phase of this program include the following. Unlike in Dominica where most of the participants had been trained teachers, only three participants in the St. Vincent program had completed the two years of training offered at the Teachers' College. One participant had just completed her first year of training and was about to enter her second. The others were all untrained. Of these, nine had been out of secondary school only one year and had taught that year. The others had taught from 2 years to 20 years. Most of the participants taught children between the ages of 7 and 12. A few taught infants, aged 4 to 6, and one taught secondary school children aged 13 to 15 years. I remember puzzling over where the starting point should be in a program offered to such a diverse group. Time, however, did not allow for lengthy deliberations. Rightly or wrongly, my starting point would be this: I would explain how ESL is taught in the school where I worked. Because I was not familiar with the local situation I would make it clear to the participants that they would have to judge what might work or not work in their classrooms.

Another anxiety I experienced during this first phase of the program was the emphasis on the teaching of grammar. Hadn't I gone through this before? About 30 years ago? Tutor A seemed quite convinced that in order to teach children properly the trainees had to have a thorough knowledge of the content of what they were to teach, and they had to teach grammar. I didn't have the courage to tell Tutor A that I didn't know some of the grammatical terms used during these classes myself! I recognize that a knowledge of grammar is quite helpful at times in order to identify and correct an error in a sentence, especially in written language. However, I also recognize from experience the limitations established by a grammatical approach to learning a second language. Was I then in St. Vincent to instigate some kind of language teaching revolution? I finished the first phase of the program with the strong impression that language teaching practice in St. Vincent was firmly anchored on a foundation of English grammar. I resolved not to challenge existing practices and thereby not offend either local institutions or personnel. I would continue to demonstrate alternative practices as best I could and hope that the participants and Tutor A would not reject them outright.

A third and vivid impression left with me from that first phase program was the discomfort endured by the whole class by being assigned to a classroom about half the size of a normal Canadian or Vincentian classroom in very hot and humid conditions. Although nothing was done during the program to correct this problem, and perhaps nothing could be done, I was relieved to learn later that the OCOD workshops would be operating from a different site for the following year.

Phase Two of the St. Vincent ESL Program

In describing this phase I will present first: the program as planned, second: the program as presented, and third: notes and comments from my own journal.

Goals of the program

The goals and the plans that follow were completed by Tutor B and myself, Tutor C, during a weekend planning session held in April, 1991 in Winnipeg, Manitoba. Tutor A did not participate in the second phase of the program. No explanation was ever given for her exclusion. A sample OCOD workshop planning guide is included as Appendix F.

1. To assist participants to understand and develop skills for teaching ESL.
2. To promote the appreciation and acceptance of the validity of both Dialect English and Standard English.
3. To review the differences between Dialect English and Standard English.
4. To review the different approaches used to teach ESL.
5. To assist participants to develop skills in lesson planning with particular focus on writing objectives for language skills development.
6. To assist participants to develop strategies to evaluate student language proficiency and progress.
7. To provide a forum for airing and discussing problems encountered in teaching English.

Day 1 as planned.

8:30 - 10:30	Opening ceremony: all attend.
10:30 -12:00	Introductions: Tutor B to arrange an ice-breaker for new and old participants. Feedback session: both Tutors to assist in involving participants to recall what had been taught and learned during the first phase of the program.
12:45 - 1:30	Tutor C to arrange an activity which would introduce the participants to working in groups.

1:30 - 2:15	Tutor B to review and lead a discussion on differences between Dialect English and Standard English (L1 and L2).
2:15 - 2:30	Time set aside for journal writing. Materials needed for the day: name tags, hand-out on program outline, exercise books and pens for journal writing.

Day 1 as presented

9:00 - 10:00	Opening ceremony at Peace Memorial Hall.
10:30 -12:00	Tutor B presented a get-acquainted type activity for the participants. A feedback session ended before noon so Tutor C began a group activity about 11:30.
1:30 - 2:00	Group activity continued.
2:00 - 2:15	Tutor B introduced the topic of differences between L1 and L2.
2:15 - 2:30	Tutor C read over the hand-out with participants on journal writing. Participants spent some time writing in journals.

Day 1 notes and comments

Dick (fictitious names have been given to all other OCOD tutors) and I had breakfast at 7:00 and we left at 7:45 with Rachel and Sabrina for the primary school where we were to begin teaching. The opening ceremony was to begin at 8:30 in the school hall but since we were unable to get into the school on the weekend we wanted to go early to find our classrooms, locate our teaching supplies we had packed in early May, find the toilets, the lunch room, etc.

I had been assigned classrooms 15 and 16 on the third floor of this two-year old school. I took me close to a half-hour to carry up my supplies and books, putting them first in room 15, then after deciding the second was better equipped, hauling everything into room 16. Later in the day with Tutor B's assistance we moved everything to room 18 because rooms 15, 16, and 17 could not be locked. The school is quite accessible to anyone who wants to get in, and the locks to rooms 15, 16, and 17 had all been broken.

At 9:00 the ceremony in the hall began. The half-hour late start gave us a chance to get a little organized at least. The opening ceremony consisted of the usual introductions and awards for long service. The acting Chief Education Officer (CEO) in his short address emphasized two priorities of his department: a) parent education and b) improving the learning environment. He did not have much to say about the former, but had several suggestions for the latter. First, he emphasized that although the curriculum allowed for 975 hours of instructional time, in reality only

400 -500 hours were actually achieved. He saw two main reasons for this loss of time: a) time was lost due to extra curricular activities, and b) time was lost due to the improprieties of teachers such as staying home when they were ill, or sleeping in. Second, the learning environment could be improved by having teachers actually implement the ideas and training they received in workshops like the O C O D workshops.

The Minister of Education, after a few introductory remarks, carried on where the CEO had left off, noting the absence of any representative from the St. Vincent Union of Teachers on the stage. There is obviously an on-going feud here because the same thing happened the previous year. It looked like a deliberate boycott to me. The teachers were then criticized for tardiness, e.g. coming to school as late as 10:30 after picking bananas. He encouraged teachers to be dedicated, to work towards the betterment of St. Vincent and the Grenadines, to teach not just the things that they expected would be on the G.C.E. exams (General Certificate of Education exams are the equivalent of our High School final exams), and to avoid confrontations with Headmasters and parents. He said that 90% of Vincentian children were now in school, and that a new Education Act soon to be given second reading would improve education in the country.

Our classes began a little late, but we managed to cover most of the agreed program. Tutor B led the participants through a get-acquainted exercise where they were to observe someone else in the class unobtrusively and write a description and some speculation about that person. They shared their descriptions and tried to guess who was being described. There were some embarrassing moments e.g. one description made a pointed reference to a mole on a lady's face, but in general the participants seemed to enjoy the activity. While this was going on, I was sorting through our boxes of supplies.

I then conducted what we called a group-dynamic activity based on ideas borrowed from "co-operative learning" literature. This took till noon and beyond. We discussed briefly the usefulness of this approach to a class in ESL, and brainstormed for a few ideas. Then I introduced our hand-out package, went over the course objectives, and explained my research project. Then I read over with them the hand-out on journal writing. During this time, Tutor B was making a class list and preparing a sheet for attendance. This would be used for calculating transport money and meal allowance.

Tutor B did a short session on L1 and L2 differences, abbreviated due to the shortness of time, then we allowed the participants 15 minutes for journal writing, bringing the class to a close.

The staff meeting which followed was like a debriefing of the day's activities. There was discussion about supply shortages, an error in the type of marker pens sent, problems of transport, etc.

Day 2 as planned.

8:30 - 10:15	Review approaches to teaching ESL - Tutor C to conduct review.
10:30 -12:00	Guest presentation - Tutor B.
12:45 - 1:30	Practice in writing objectives - Tutor C.
1:30 - 2:15	Objectives writing continued - Tutors B and C to conduct a joint session.
2:15 - 2:30	Journal writing.

Day 2 as presented.

8:30 - 10:30	Story reading and review of approaches to teaching ESL - Tutor C.
10:30 -12:00	Lecture on differences between Dialect English and Standard English - Tutor B.
12:45 - 2:15	Explanation of goals, aims, and objectives, followed by modelling and practice session - Tutors B and C.
2:15 - 2:30	Journal writing.

Day 2 notes and comments.

I decided to begin reading a story every morning at 8:30. Many of the participants come in late, so this might profitably fill in that time we usually spend just waiting for everyone to arrive. If they enjoy the story, maybe they'll be encouraged to come on time?

I felt that the session on the roots of ESL teaching, that is, the philosophical, psychological, and sociological roots, went fairly successfully. Tutor B referred to it several times during his presentation on language differences between Creole and Standard English. His presentation was quite animated with lots of examples of creole structures. It was similar to what he had done last year. I found it very interesting. The afternoon session on objectives appeared to go very well, likely because I took a simple theme and gave lots of practice.

A few participants handed in journals today which I took home to read so that I could prepare responses. Most entries were very short, expressing pleasure and interest in the course.

Day 3 as planned.

8:30 - 10:15	Review lesson planning - Tutor B.
10:30 -12:00	Prepare lessons in groups for presentation on Day 4. - assisted by Tutors B and C.

12:45 - 1:30	Presentation on the development of listening skills - Tutor B.
1:30 - 2:15	Lesson plan preparation in groups - both Tutors.
2:15 - 2:30	Journal writing.

Day 3 as presented.

8:30 - 10:15	I read two short chapters of Fantastic Mr. Fox. Lesson planning reviewed - Tutor B and C.
10:30 -12:00	Groups worked independently preparing lessons.
12:45 - 1:30	Some suggestions were made for improving pronunciation, e.g. using minimal pairs exercises - Tutors B and C.
1:30 - 2:15	Work resumed on lesson preparation.
2:15 - 2:30	Journal writing.

Day 3 notes and comments.

I woke up early worried that the program would turn into a remedial English course. This was an impression I had picked up from observing the participants work on their lesson plans. I took the first opportunity I had in the morning session on lesson planning to reinforce the fact that the program was to acquaint people with ESL methods. I used the same simplified format I had used last year separating the grammar-translation approach, the audio-lingual approach, the natural approach, and eclectic approach. I demonstrated the approaches by going through a lesson plan from beginning to end. The participants appeared receptive to this. I developed a short story by using one of the participant's bracelets although she seemed embarrassed by the attention. The lesson planning seems to be very interesting for the participants. A large number of journals were handed in today.

After classes we stood out in the parking lot waiting for the final team member to exit the school so that we could all go back to our hotel. One of the Canadian team members was in conversation with a member of the St. Vincent team. I overheard the Vincentian mention that there was some concern being expressed that there was little evidence of improvement in teaching standards as a result of the OCOD workshops. The Canadian said that she wondered if the participants might not be implementing the ideas that they were learning because of the absence of support from their Head Teachers. She did not have any administrators in her class, and her impression was that Head Teachers did not know what was going on at the workshop and consequently might not be supporting any changes in strategies. The Vincentian tutor, who happened to be a Head Teacher, thought there might be some truth in this speculation, but pointed out that there were several administrators enroled in the OCOD courses.

Day 4 as planned.

8:30 - 10:15	Teaching reading in ESL classes - Tutor C.
10:30 -12:00	Lesson presentation by groups - Tutors B and C.
12:45 - 1:30	Reading continued: USSR - Tutors B and C. Presentation on oral language competence - Tutor B.
1:30 - 2:15	Continue with lesson on oral competence - Tutor B.
2:15 - 2:30	Journal writing.

Day 4 as presented.

8:30 - 10:15	Began with devotions, then story reading before getting into topic: teaching reading.
10:30 -12:00	Pattern practices and substitution drills - Tutor B.
12:45 - 1:30	Make and take session on charts for pattern practices and substitution drills - Tutor B.
1:30 - 2:15	Completion of charts and further work on lesson plans for the presentations now scheduled for tomorrow. - Tutor B and C.
2:15 - 2:30	Journal writing.

Day 4 notes and comments.

This morning several participants requested that we begin the class with prayers and the singing of a hymn. They volunteered to take turns doing this each morning. I decided to make my presentation on reading as participatory as possible so I divided the class into four groups, giving each group copies of different articles I had selected from magazines. I instructed them to read the articles, write a short summary and report back to the main group. First I thought 10 minutes would be enough time, then 15 minutes, and eventually 35 minutes to read and summarize each article. On their return, I asked each group to pose questions after each summary was presented. The exercise worked well except that it took an hour to complete and put me far behind in the lesson. I'll have to finish tomorrow.

Tutor B took the second period and introduced pattern practices and substitution practices. This was followed by a make and take session where the participants prepared substitution practices on manilla tag and made folders to hold them. Tutor A's opinion is that this may be the only way to get the participants to practice these things. If they make things to use, then they will be more likely to use them. This exercise took most of the rest of the day. Some worked on the lesson plans for the lessons they are to present in class tomorrow, but as one participant remarked, "We's in the mood to make and take now."

Day 5 as planned.

8:30 - 10:15	Teaching writing in ESL - Tutor C.
10:30 -12:00	Practising writing activities: groups to prepare a lesson on a writing activity - Tutor C and B.
12:45 - 1:30	Practice in editing and sharing writing - Tutor C and B.
1:30 - 2:15	Discussion forum on teaching strategies and problems - Tutor B and C.
2:15 - 2:30	Journal writing.

Day 5 as presented.

8:30 - 10:15	Devotions and story followed by Tutor B lecture; completion of yesterday's lesson on reading by Tutor C.
10:15 -12:00	Participant lesson presentation followed by discussion.
12:45 - 1:30	Participant lesson presentation followed by discussion.
1:30 - 2:15	Discussion on problems of teaching English language in schools - Tutor B and C.
2:15 - 2:30	Journal writing.

Day 5 notes and comments.

I had quite a good sleep last night, that is until 5:15 when someone arriving to work in the kitchen below turned on the radio loud and left it that way. We were at school early because it was decided that our car should leave first both in the morning and after classes were finished, this due to a mix-up yesterday after school when one of our team members stayed an extra half hour without telling anyone. Each of the two drivers thought that the other one had taken her and as a result no one had. As it turned out she walked the three miles back to the hotel, although she could have taken a local van for $1.00 (about 50 cents Canadian).

The workshop participants straggled in until past 9:00. When most had arrived, we had our little devotion ceremony and then I was to take over. However, today Tutor B decided to give a lecture on the declining morals throughout the island, and extolled the teachers to be models of propriety, and to do their level best to turn the tide of corruption, etc. As a result of this unexpected sermon, I had to really scramble to finish my goal of completing the section on reading.

This just wasn't a very good day for me. I sometimes really wonder how much is being learned. After going over 20 suggestions for improving the teaching of reading, two groups out of four had great difficulty even deciding on two ideas they could use to teach a nursery rhyme. Frustration!

The participants' lessons were done by two experienced and trained teachers. We're now calling these lessons "Demonstration lessons", but I don't know who coined the term. None of the untrained teachers volunteered to do one of these lessons in front of their peers. The lessons were done not badly, but showed little awareness of ESL techniques. The lessons were on prepositions and plural nouns. Both lessons got bogged down in arguments about grammar! Grammar rules! I did what I thought was a tactful critique of the lessons, being very positive and complimentary, pointing out how an ESL teacher might have done the same lesson. For example, instead of using pictures to illustrate prepositions of place, I would use children and their belongings to involve them more in learning.

I'm looking forward to the weekend. We're going to climb up to the volcano crater.

Day 6 as planned.

8:30 - 10:15	Modelling experimental approach to writing -Tutor B.
10:30 -12:30	Rationale and arranging the field trip - Tutors B and C.
12:45 - 1:30	Field trip - Tutor B.
1:30 - 2:15	Conclude field trip and follow-up - Tutors B and C.
2:15 - 2:30	Journal writing.

Day 6 as presented.

8:30 - 10:15	Devotions and Story followed by writing activities planned but not presented on Day 5.
10:30 -12:00	Demonstration lessons presented by participants originally planned for Day 5.
12:45 - 1:30	Planning for the field trip, planning for a performance item at the closing day exercises.
1:30 - 2:15	Make and take session: preparing charts for substitution drills - Tutors B and C.
2:15 - 2:30	Journal writing - some still finishing charts.

Day 6 notes and comments.

The day began with a surprise: someone slipped into our Team Leader's room last night while he was sleeping and took his briefcase. In the morning the briefcase was found on a wall in the hotel parking lot, with all the contents laid out. Only the money had been stolen - about $150.00 (E.C.). The moral of the story: lock your room door!

Participants slowly arrived at the classroom so by about 9:00 we were able to start with the usual devotions and Fantastic Mr. Fox. Then I went through the prepared material on writing - some 37 ideas. We made simple booklets and some participants wrote little stories to put in them.

Later on, we had another demonstration lesson by one of the trained teachers. It was very heavily weighted towards grammar rules. In the follow-up both Tutor B and myself tried to emphasize the importance of practice over explanation, he with flashcards and charts, me with manipulating real things. It was good to feel that we were more or less in agreement on the inappropriateness of the academic and grammatical approach to learning the second language, although our ideas on a suitable replacement approach are different: his being more deductive, and mine more inductive.

The afternoon was spent mostly making charts for substitution drills from bristol board and mounting some pictures for a picture file. This was followed by a discussion on the possible uses and preparations for a field trip. We also had an animated discussion on what kind of performance item we would present at the closing day exercises. Because we are in the final phase of the program we are expected to present an item before the certificates are handed out.

Day 7 as planned.

8:30 - 10:15	Developing language appreciation through poetry, drama and songs - Tutor B.
10:30 -12:00	Questioning skills for ESL - Tutor C.
12:45 - 1:30	ESL strategies across the curriculum - Tutor C.
1:30 - 2:15	Exploring ideas for cross-curricular use of ESL strategies - Tutors C and B.
2:15 - 2:30	Journal writing.

Day 7 as presented.

8:30 - 10:15	Preparation for the field trip - both Tutors.
10:30 -12:00	Field trip to Hiroun Brewery - arrangements made by Tutor B.
12:45 - 1:30	Follow-up activities to field trip - both Tutors.

1:30 - 2:15	Resolving the closing day item impasse - both Tutors.
2:15 - 2:30	Journal writing.

Day 7 notes and comments.

All the teachers on the island got paid today, being the last day of July. As a result, no one showed up to class till 10:00. At 10:15 we left by school bus on our field trip to the Hiroun Brewery. The brewery bottles most of the beer and a number of soft drinks sold on the island. The field trip took until 11:50. We were a few minutes late for lunch. Several people did not return to class after lunch. They complained of being tired. In the afternoon I went over several suggestions on how the field trip might be followed up. They did not seem to be particularly interested. I had the impression that they looked on the field trip as an outing rather than as a model of something they might try with their own classes.

Later in the day I introduced Dennis Lee's poem Alligator Pie as a suggestion for a program item at the closing day exercises. I showed them that some words could be changed to make the poem more appropriate for a Vincentian audience and this seemed to catch their imagination. Soon there were several versions of the poem and even a new name: Vinci Flavours, suggested by one of the participants. We added a verse to the poem incorporating most of the participant suggestions, then practised it a few times as a group presentation. Tutor B suggested a gift exchange among all the participants since our program was coming to an end. This idea was accepted and we all put our names in a box, then drew a "secret friend" for whom we were to buy a modest gift. The day ended with silent reading and journal writing.

Day 8 as planned.

8:30 - 10:15	Evaluation in the ESL classroom: presentation on current practices, followed by some practice exercises for the participants - Tutor C and B.
10:30 -12:00	Discussion about preparing for the 11+, the common entrance exams - Tutor B.
12:45 - 1:30	Preparing a booklet of teaching materials - Tutors B and C to assist.
1:30 - 2:15	Continue work on preparing booklet.
2:15 - 2:30	Journal writing.

Day 8 as presented.

8:30 - 10:15	Presentation on evaluation practices in ESL classrooms followed by some oral discussion and exercises - Tutor C.

10:30 -12:00	Tutor B tied in the evaluation strategies discussed above with questioning strategies we had not covered yesterday. General discussion.
12:45 - 1:30	Asking questions - models from workbooks - Tutor B.
1:30 - 2:15	Answering questions and correcting work from the model questions - Tutor B.
2:15 - 2:30	Journal writing.

Day 8 notes and comments.

Only five of us were there at 8:30 today. Tutor B, somehow anticipating this late start, arrived at 8:40. Most participants arrived shortly after 9:00. We had our religious exercises and I was asked to say a prayer! Then we sang, shook hands, and hugged each other. A number of them said they loved me - I'm glad my wife isn't here!

I began with a couple of chapters from Fantastic Mr. Fox. I had chosen the book partly because I thought I could finish reading it and give it to someone before the end of the program. Then I presented some ideas on evaluation, both formative and summative. We had quite a lot of discussion and they contributed much more to the discussion than usual. Maybe all that physical contact is worthwhile? For example, one participant suggested keeping a sheet on each student in order to keep a record of their reading development. I quickly encouraged this kind of evaluation practice.

After the break, Tutor B took over and brought in the whole area of asking questions. This lesson virtually took the rest of the day. He brought in a number of exercises on forming questions from what looked like an American workbook. The participants were required to complete the exercises. I did the exercises too. As he predicted at lunch time, many of the participants had difficulty completing the exercises. One participant had great difficulty in reading this sentence: "He had to have an injection." The difficulty lay with the double use of the verb - to have. Her preference was to say "He have an injection." To her, that made more sense. During the afternoon class while we were discussing questioning strategies, a man passing through the school yard called to us with a question of his own. Tutor B wrote his question on the chalkboard: "Wey arya na stap home an sleep?" Translated into Standard English this becomes: "Why don't you all stay at home and sleep?"

Day 9 as planned.

8:30 - 10:15	Preparation of ESL resource booklet - both Tutors to assist. Materials needed: duo tangs, paper, glue, scissors etc.

10:30 -12:00	Completion of booklet - both Tutors to help.
12:45 - 1:30	Course evaluation: distribute OCOD questionnaires and collect them after completion.
1:30 - 2:15	Discussion about follow-up plans and research project.
2:15 - 2:30	Journal writing.

Day 9 as presented.

8:30 - 10:15	Materials were distributed for making a resource booklet. Discussion took place as the various handouts were assembled to be put in duo-tangs - Tutor C and B.
10:30 -12:00	Conclusion of discussion on questioning and exams - Tutor B.
12:45 - 1:30	Picture mounting session. Materials: manilla tag, magazine pictures, scissors, glue. Materials distributed for research project: paper, envelopes, stamps and pens - Tutor C.
1:30 - 2:30	Practice poem for the closing day ceremony - Tutor B. Decorating room with charts and pictures for tomorrow's visitation by other workshop participants and tutors.

Day 9 notes and comments.

Another late start this morning. It rained steadily for an hour and a half. We finally got going about 9:15 with devotion exercises and completion of Fantastic Mr. Fox. I ran quickly through a hand-out on integrating ESL in Math, Science, and Social Studies while we were assembling our resource booklets. Tutor B spent some time discussing the Common Entrance Exam with the participants. Apparently Barbados is considering abolishing the exam and setting up a High School entrance exam to determine student placement. This was done many years ago in Great Britain. The participants thought it just as wise to leave things the way they were: a system everyone understands. Another reason for leaving the situation unchanged is because at the present time there aren't enough places in secondary schools for everyone to attend. Therefore there has to be a system of elimination in place. Education as yet is not compulsory in St. Vincent, although after the new Education Act is passed, primary school education will be made compulsory. The participants seemed to agree that most mothers wanted their children in school by age five, but there was not the same desire for sending them to secondary school. For one thing, attendance at secondary school is quite expensive. For another, there no longer seemed to be much of an advantage to have a secondary education. There weren't any jobs anyway.

Tutor B asked the participants to write a thank-you letter to the manager of the Hiroun Brewery for hosting our field trip. At the end of the day he received only two letters. Disappointed, he decided he would choose one of the two, edit it, and have it sent to the manager on behalf of the class.

Many participants did not return to class till about 1:30. They were off shopping for exchange gifts- a little stimulus to the local economy, but not much help to our program! After they returned I distributed the stamped envelopes I had addressed to myself by hand, writing paper I had bought, and pens. We then did some picture mounting, taped up some charts and pictures on the classroom wall for tomorrow's visits by other classes, and finished by practising our poem for the Closing Day Exercises tomorrow afternoon.

During the evening I tallied up the results of the trainees' evaluation questionnaires before handing them in to our team leader. The tally sheet that I used is attached as Appendix G. Here is a short summary of the results.

Part A of the questionnaire is entitled Methodology. It is really an evaluation of the tutors' performance. The results were very complimentary towards the tutors, their goals, their knowledge, flexibility, language use, etc. Part B of the questionnaire carries the heading Course Content. It deals with the relevancy of the course topics to the trainees' teaching assignment, the local situation, and to their educational background. The one statement which shows a skewed response asks whether or not the amount of subject matter was appropriate to the time allotted. Fifteen of the twenty-four who responded to the questionnaire agreed that the amount was appropriate, nine were undecided, and two disagreed. Unfortunately, there is no way of knowing whether the content for these individuals was too great or too little, so the questionnaire item is not of much help. Part C of the questionnaire deals with the on-site facilities such as room comfort, the length of day, the dates of the workshop, the duration and frequency of breaks, and the size of the class. The results from this section of the questionnaire were also quite favourable. The final section of this document asks for comments from the trainees. The full list of responses is given in Appendix G, but as a sample of the responses, eight said that they had learned new teaching methods, eight also said they had learned a great deal, six said the workshop was successful, three found it educational, two found it effective, and a number of individuals found it interesting, challenging, comprehensive, and even inspirational.

Twenty-four trainees responded to the questionnaire anonymously. Two trainees were absent when the questionnaire was completed, and I honestly don't know who they were. They may or may not have been among the twenty-one who completed both phases, and who became participants in this study. Frankly, I don't think it is important because I don't see the questionnaire being helpful in assisting me to tell the story of the program's impact on the participants. This questionnaire was not designed to do that.

Day 10 as planned.

8:30 - 10:15	Set up displays in classroom - Tutor B and C to assist.
10:30 -12:00	Visits to other classrooms.
1:00 - 2:00	Closing Day Exercises.
2:30 - 4:00	Debriefing session for all tutors.

Day 10 as presented.

8:30 - 10:15	Clean up room, rearrange charts and pictures that had fallen down, distribution of books and supplies that had been brought and were left over. Exchange of gifts.
10:30 -12:00	Visitations to all classrooms.
1:30 - 2:30	Closing Day Exercises.
3:15 - 4:15	Debriefing session for tutors.

Day 10 notes and comments.

This was a hectic day. I attempted to distribute the left-over books and supplies in a fair and equitable manner. There's always such a scramble for markers, chart paper, and other supplies that we bring with us. Tutor B looked after the records for giving the participants their allowances for transport and meals. This was handled without complaints. I had lunch with the CEO and I explained to him in some detail the purpose of my study and how I intended to carry out the research. He seemed to be very interested and supportive. The biggest surprise of the day came after lunch when I learned that my co-tutor, Tutor B, had been asked to be the master of ceremonies for the Closing Day Exercises. This appeared to be quite an honour, and he did the job very graciously. The implication for me was that I fell heir to being the conductor of Vinci Flavours. It too, turned out quite successfully and all the participants were very proud of our joint effort.

The debriefing session which followed the closing day ceremonies got off to a late start because the St. Vincent Team Leader was delayed by a problem with distributing transport money to several workshop participants. By the time the meeting began no one seemed to be in the mood to initiate a discussion of any kind. The tutors from each of the workshops reported briefly on the success of their programs, the team leaders reported on the workshops that were likely to be offered the following summer, our good-byes were said, and the meeting was adjourned.

Conclusion to workshop notes.

The journal notes provided above are, for the most part, those which deal with perceptions and observations of my role during contact hours with the participants. These notes do not tell the whole story of the life of an OCOD volunteer tutor. There are many tasks, obligations, events, and problems for the tutor which do not appear in these notes.

Chapter 4

THE RESEARCH PROCEDURES

In this chapter I will describe the use of the methods chosen to conduct this study. This includes the use of journals, letter writing, and interviewing. It also includes observations on document collection and triangulation.

Journals

The practice of journal writing is quite common at OCOD workshops. The purpose of the practice often seems to be to check on participant reactions to the activities carried out during the workshop. Prior to the second phase of the program I prepared a handout for the participants explaining that I hoped they would write from a personal perspective about their reactions to the strategies that were presented at the workshop. The journal writing was to be completely voluntary. My co-tutor agreed to allow 15 minutes for journal writing at the end of each day. This is a fairly common practice in OCOD workshops. Many of the participants were unable to write a satisfactory copy in the 15 minutes allowed however, so they would take their journals home, finish them there, and hand them to me the next day for my comments. From the number of grammatical errors made in the journals I had the impression that this writing exercise was not easy for many of the participants. I explained that the journals were not going to be marked for grammar and that I was only interested in the ideas that they expressed. To my disappointment most of the journal entries were one page summaries of the day's activities.

It wasn't until sometime later that I realized that these summaries said as much by what they had left out as by what they included. The summaries were really highly selective of the strategies that the participants felt were relevant to their situation. What they chose to write about in their journals appeared again in the letters they were to write, and yet again in the interviews they were to grant. Few strategies not mentioned in the journals ever appeared in later communication. This does not mean, however, that they all selected or rejected the same items. There were considerable differences among their choices.

Some of the participants wrote more than one page summaries about the day's activities. A few made personal commitments to try out one or another of the strategies presented at the workshop, and a number expressed pleasure about the gains in knowledge they were making. I had not paid much attention to this idea of making gains in personal knowledge at first reading, but I became alert to the idea when it kept re-appearing in later communication.

Letters

Eighteen out of the 21 participants in the study wrote at least one letter to me between September, 1991 and March, 1992. I responded to each letter I received. I also wrote several general letters during this time which I sent to each participant. By doing this I hoped to remind them of the ongoing nature of the research, that the study depended on their continuing involvement, and in general to maintain the communication bond between themselves and myself. Some of the letters I received were only one page in length, whereas others could not be contained in a single envelope. While some wrote one letter, others wrote many.

The letters revealed a lot of information which did not appear in the journals: information about themselves, their families, their schools, their classrooms, and their communities. They wrote about the problems they encountered in their daily teaching, about the slowness of their pupils, the problems with timetables, with marking papers, with getting to and from school. They wrote about their frustrations with teaching large classes, about the poor behaviour and work habits of their students, and about their low salaries and lack of support. They wrote about themselves, how they struggled with the language situation personally, how they couldn't seem to find the time to do everything they wanted. They wrote about their ambitions, their hopes, their joys, and their dreams.

I was relieved and pleased that the participants responded so generously in their letters, after the briefness of their journal entries. I began to realize that the impact of the workshop on their professional lives could not be decontextualized from the other influences on their lives. The reasons why they had made their selective comments in the journals became apparent. Through the letters our communication became more personal and revealing. Individuals began to emerge from these pages. Meaning, not just information, began to appear. In responding to the letters I sought to encourage them to write about their own experiences. Although focused on their professional lives, our communication occasionally strayed into areas which had little to do with the classroom, e.g. one young lady requested that I send her some paper plates and napkins for her wedding. Actually, there were quite a number of requests for material things that are either hard to get or very expensive to buy in St. Vincent. There were also quite a number of requests for assistance in resolving specific teaching problems. For these, I attempted to limit my responses to ideas that had been presented at the workshop. Otherwise I felt that I might get involved in running a full scale research and consulting enterprise.

The individual differences among the participants which had appeared in the journals become much more apparent in the letters, and at this stage I began to wonder how I was going to accommodate these differences in the thesis.

One of the difficulties of corresponding by letters with people who live so far apart is the long time span required for an exchange to take place. An airmail letter usually took eight to ten days to go between the two countries, and occasionally more. When reflecting and writing time are added to this, it was not uncommon for several weeks to pass between exchanges of letters. These long intervals proved to be frustrating when I was waiting for verification of propositions.

As in the journals, the participants were writing in their second language, and this may have inhibited some from expressing themselves as well as they would have liked. I was reminded of a concern of my West Indian co-tutor that their writing skills were generally weak.

Interviews

The largest source of data for the study came from the interviews. These were held in March and early April, 1992, in or near the participants' schools. Prior to the interviews, tentative arrangements had been made by letter. After my arrival in St. Vincent I confirmed the arrangements by contacting them through telephone numbers they had given me. This worked for all but two, who lived in an area where there were no phones.

All the participants appeared to be delighted to have me spend a day or two with them in their classrooms. There were a few problems in getting to some schools exactly when planned due to unforeseeable circumstances, but the participants were very understanding about such problems. All the participants agreed to allow me to tape record the interviews. On one occasion I pushed the play button rather than the record button and ended up with a blank tape. The tape recordings were not all as clear as I would have liked because of the noisy conditions under which they were made. It was not possible to find really quiet areas for recording. A transcription of each interview was made later and a copy was sent to each participant. At that time they were asked to add to or delete any comments they wished. Only a few responded to this request, and only minor changes were made.

The interviews were very successful. I suspect this was so because the participants were liberated from the more challenging task of writing down their ideas in "correct" English. Many of the same topics that had occurred in the journals and letters were mentioned at the interviews. Indeed, this was often how the interviews began. In addition to these ideas, however, many more were added: accounts of successes and failures at implementing new ideas, explanations of why and how they began teaching, explanations of their daily routines and teaching strategies, their school policies and customs, grievances with various aspects of their work, and suggestions as to how the workshop might be improved, if it were to be repeated.

I had planned on holding several group interviews, but these proved to be more difficult to arrange than I had anticipated. The biggest problem was to arrange transportation. The participants taught in widely separated parts of the country, and to bring them together would have meant meeting on weekends, which was an unpopular idea. I held two group interviews at the Teacher Training College, once with the four participants who are now attending the College as students, and the second with two. In two village schools I was able to meet with two teachers together during the lunch hour. These group interviews went as well as I had hoped, so I consider the strategy to be a successful one, in spite of the problems they pose.

Triangulation

Triangulation aided the research by providing the opportunity to look at the phenomenon of the ESL program from three viewpoints. It also helped to establish a trusting relationship between the researcher and the participants. Had there not been this covenant of trust that developed during our communication through journals and letters, I doubt that the interviews would have gone so well.

The triangulation procedure used in this study not only involved three different locations: the workshop site for journals, home for letter writing, and school for interviews, but three different styles of communication: spontaneous writing for journals, reflective writing for letters, and oral communication for the interviews. It also involved three different time periods: July-August for journal writing, September-March for letter writing, and March-April for interviews. Because three different times were used, the study had a longitudinal dimension, and because of this, comments made at one time could be compared to those made at another time to see if there were any differences.

The triangulation approach allowed for an extended period of communication which resulted in the addition of considerable contextual detail. It illuminated the perspectives of the individuals in a holistic way. It produced the thick description essential to presenting the emic view of the program with authenticity.

Documents

Besides the journals, letters, and tape recordings of the interviews, a number of documents were collected for possible use in the study: copies of tests, timetables, lesson plans, student writing samples, students art work, brochures and course outlines from the Teachers' College, OCOD manuals, questionnaires, and program outlines. Some of these were selected for inclusion in the thesis and for the most part appear as appendices.

Many photographs were taken throughout the study, and a number of these have been included with the text. They are particularly valuable for illustrating environmental situations.

A video production was also prepared, and although it has some technical deficiencies, it presents classroom scenes very realistically. I believe it may be a useful orientation document for those who are unfamiliar with St. Vincent and the primary schools found there. A few program notes on this production have been prepared and are included in the thesis as Appendix H.

Chapter 5

PARTICIPANT PROFILES

This chapter includes the individual stories of each of the 21 participants who completed both phases of the ESL program. These stories or profiles, as I have chosen to call them, have been compiled from entries made by the participants in their journals while the program was in progress, from letters they wrote to me during the school year following the second phase of the program, and finally from transcripts of the interviews between the participants and myself recorded in St. Vincent during March and April, 1992.

Throughout the profiles, extensive use has been made of direct quotations. A number of these contain errors in spelling and grammar that the reader may find annoying, but in order to maintain the authenticity of these documents, I have chosen to reproduce the quotations as they were written or spoken. On a few occasions I have added a word or two in parenthesis when I felt that the meaning of a sentence was not otherwise clear.

Photographs have been included in this section in order to help the reader visualize the physical settings in which teachers live and work. Where people appear in these photographs, permission was sought and granted to take and use these pictures in this study.

The real names of the teachers have not been used in these profiles. Instead, each one has been assigned a geographical name from the St. Vincent area. A small number chose their own pseudonym, but the majority were content to have one assigned.

Profile 1. Arawak

Arawak is a young teacher working in a remote area of St. Vincent. The school has no electricity. To serve the community there is only one radio-telephone which is situated in a small police station, and it doesn't always work. When I asked teachers from other villages about transport to this village, they weren't even sure if there was van service available. Fortunately there was, and although the trip there and back was uncomfortable, my visit was a very interesting one. Figure 4 shows a part of the road to this village.

Arawak describes her teaching situation this way:

> I am teaching a new class this term. The class is Junior Three which consist of thirty pupils, with age ranging from nine to thirteen year old. They are much older and troublesome than those I taught last term. The oldest are slow and they are the ones repeated the class. I think these pupils can do better if the parents give them serious

> attention. They tend to play rather than do their work.

During the OCOD workshop, Arawak enjoyed some "topics" more than others. The small group learning sessions were new to her and she would have liked to spend more time doing this. She writes in her journal, "In my group most person participate and give their own opinions and ideas. I think that the time was too short for this activity." In spite of some interest in small group learning during the workshop, Arawak has not used this as a strategy very much in her teaching.

Figure 4. Traffic jam near Arawak's school.

Another topic from the workshop that Arawak mentioned in her journal was lesson planning. She states, "This will also help me to improve tremendously in the weak areas of planning a lesson." Expanding on her concern about lesson planning, she notes:

> I've been making lesson plans for over the past years I've been teaching. This was done because my Head Teacher insisted on doing it but the bad thing about it, is sometimes he doesn't even look through

> them. I used the lesson plan format but it was still a bit difficult, however, I think you explained the plan in more detail which will make it easier for me (to) handle.

When the topic of lesson plans came up during the interview at Arawak's school, she explained that the workshop sessions on lesson planning had helped her, not just from the standpoint of satisfying the regulations laid down by the Head Teacher, but also to think a little more about an appropriate teaching strategy. Still, lesson plans are made only once for each topic. They are not prepared for "follow-up lessons."

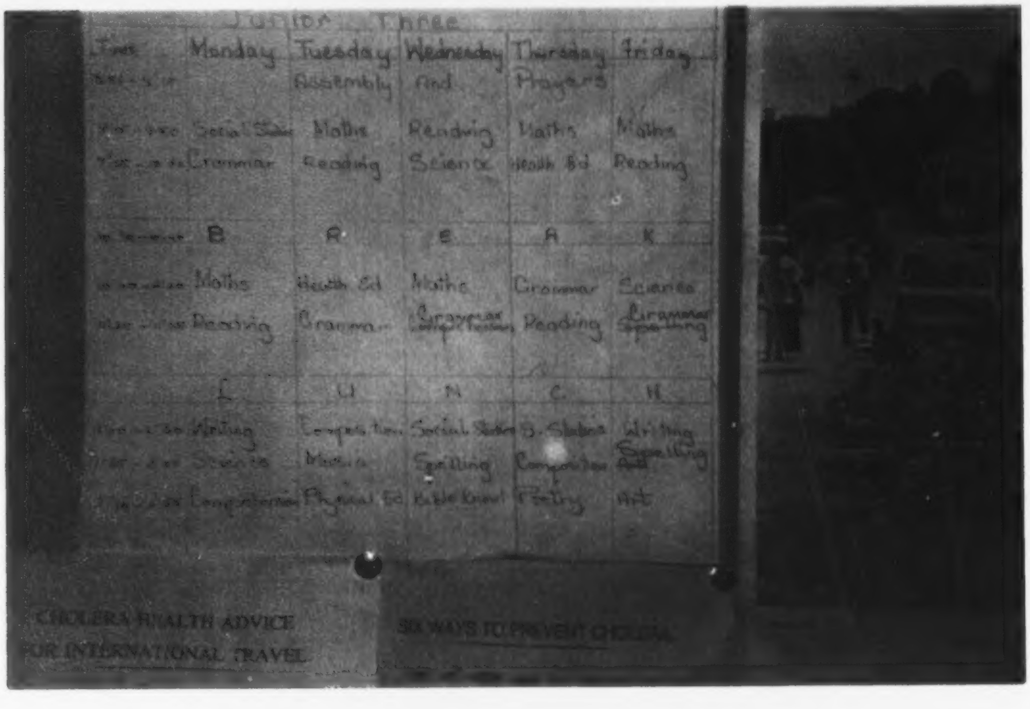
Other topics mentioned by Arawak in her journal include the use of drills, teaching aids, participant presentations, field trips, and a class presentation. Next to lesson planning, the topic mentioned most often is the use of drills, such as substitution patterns e.g. substituting the subject in a sentence like: John went to the beach . . . Mary went to the beach . . . Sidney .... etc. Arawak mentions in her letters that she makes frequent use of drills, "not only in English but other subjects areas." As far as teaching aids are concerned, the only electronic aid available in the school is a small, battery-operated radio which apparently does not produce enough volume to be heard throughout a classroom. In her journal she had mentioned, "I even take the time to make a couple of picture cards which I'll use for illustration during teaching sessions", and indeed she did have a number of charts and one picture displayed in her classroom.

Although Arawak did not participate directly in making a presentation to the workshop class, she did enjoy the group work which preceded the presentation. She states that she found this part of the course, "interesting and exciting." She also found the one field trip which was taken by the workshop class to be, "interesting, informative, and educational." She adds, "I have learn the importance of taking precautions when one is working or visiting such an industry." Field trips, however, do not appear to be a part of the curriculum, and to this point in time, Arawak has not included one among her lessons.

The last topic mentioned by Arawak in her journal was the class presentation for the Closing Day Exercises. As a group effort the whole class collaborated in modifying a poem by Dennis Lee called Alligator Pie, changing some phrases like "hockey stick" to "cricket bat" in order to make the poem more meaningful to a Vincentian audience. One of the participants renamed the modified poem "Vinci Flavours." Not only did the participants enjoy the exercise of modifying the poem but they also enjoyed memorizing and rehearsing the poem for presentation. To my surprise, many of the workshop participants had taught the poem to their classes. When I asked Arawak if she too had taught the poem to her children she said, "Yes, I did it with them the day before yesterday, Monday. I like it, because, even when we saying it, they, some of the boys was beating . . . was beating the desks to the rhythm."

Although story telling was only referred to once in the journal, "Harold, told an interesting story about three mean farmers . . .", in her letters, Arawak acknowledges that she uses this strategy in her Language Arts classes: "I have been telling them stories which I find, interest them a lot." From our later conversation, however, it appears that stories are used only occasionally, and then, mainly because there are no library books in the school. The only book that is available is the basal reader, and not all students have a copy of that.

For her timetable, Arawak has scheduled a Language Arts activity for 17 periods out of the 35 period week. The Language Arts are broken down into Reading - five periods, Grammar - four periods, Composition - two periods, Spelling - two periods, Writing, i.e. Handwriting - two periods, Comprehension - one period, and Poetry - one period. Her Easter examination in Language Arts was also broken down into these same categories. This is the way the Common Entrance Examination for students in Junior Five is arranged. Figure 5 is a photograph showing Arawak's class timetable.



Junior Three

Time	Monday	Tuesday	Wednesday	Thursday	Friday
[illegible]		Assembly	And	Prayers	
[illegible]	Social Studies	Maths	Reading	Maths	Maths
[illegible]	Grammar	Reading	Science	Health Ed	Reading
[illegible]	B	R	E	A	K
[illegible]	Maths	Health Ed	Maths	Grammar	Science
[illegible]	Reading	Grammar	Grammar Comprehension	Reading	Grammar Spelling
	L	U	N	C	H
[illegible]	Writing	Composition	Social Studies	S. Studies	Writing
[illegible]	Science	Music	Spelling	Composition	Spelling Art
[illegible]	Comprehension	Physical Ed	Bible Knowl	Poetry	Art

Figure 5. Timetable for Arawak's classroom

Unlike most primary schools I visited in St. Vincent, Arawak had a closed-in classroom. Both the rear wall and the front wall, actually a large room divider separating her classroom from the adjoining one, were suitable for displaying pictures, posters, and charts. One side of the room was made mostly of wooden lattice, and the opposite side had open, non-glass windows, allowing a pleasant breeze from the sea to circulate the air. The physical features of the classroom can be seen in the photographs that I took from the front and side of Arawak's classroom. These are shown in Figures 6 and 7.

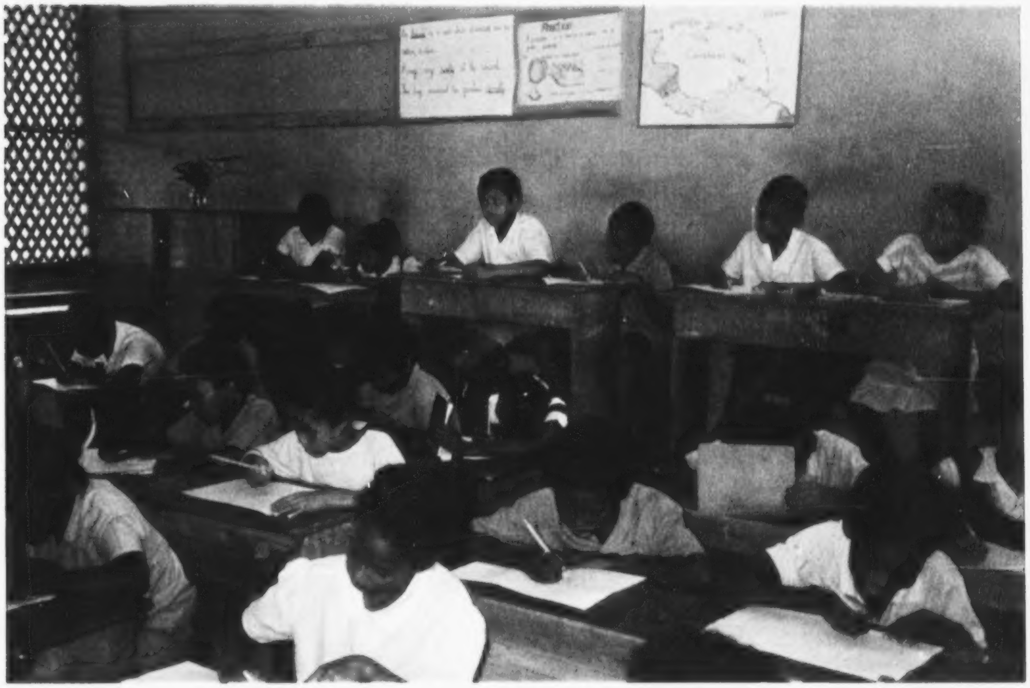


Figure 6. View from the front of Arawak's classroom.

Arawak never attended secondary school. She explains, "After primary school, I went classes and so on. I got my subjects, and then I began (teaching)." "At age 20", she says, "I began with the infants. In the first section, Infant One. From there I went, I came to Junior One, then to Junior Two, and now I'm in Junior Three."

When she began teaching, "The Head Teacher put me with another teacher. So that is how I began. I spent about a year with that class." At first, Arawak admits to imitating this other teacher's style "a bit", but after the first year, encouraged by the Head Teacher, she attended an OCOD workshop in Infant Language Arts, and as a result of this experience felt more confident about doing things on her own. She relied to some degree also on how she remembered being taught in primary school, but adds, "sometimes, if you teach the way you were taught, some things don't work, and you have to use you own, something that can . . . fit your personality." Another influence on her teaching had been the curriculum. She says, "I used . . . curriculum, and so on, that we have in the school, that was here. I used a bit of that."

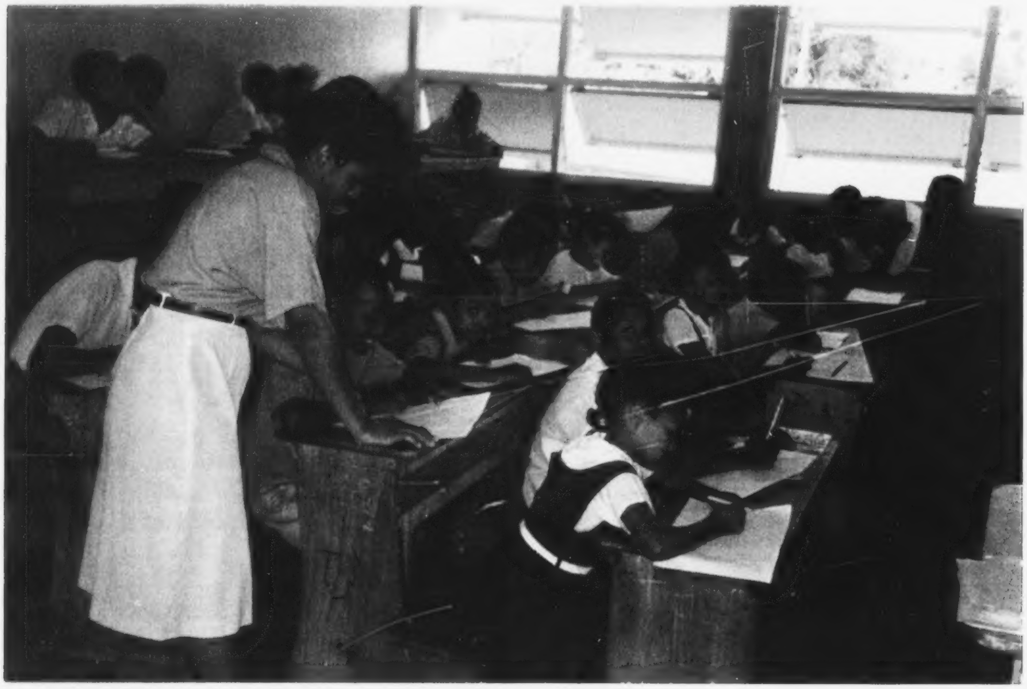


Figure 7. Arawak's classroom as seen from the doorway.

It seems that examinations play a very important part in Arawak's teaching. The Head Teacher has to see all tests. Arawak explains, "And at the end, the end of the test, you, and so there is a report sheet, and he has to see them, to see how they are all doing. And then we get together and meet at staff meeting and discuss the test. If we are satisfied, if we have achieved our objectives, and so on, OK?" These examinations are patterned off the Common Entrance Examination.

If there are sufficient numbers, the children are divided into classes by ability, that is, as Arawak explains, "The slow ones would be in one class, and you'll find that the brighter ones would be at a higher stage than the, in the syllabus, than the others. They work faster than the others." This year, however, all the Junior Three students are in one class of 30 students.

On the question of language use, Arawak admits to using Dialect English sometimes because, as she explains: "If you ask the children a question, it seems that they can't understand what you are trying to say, so you have to put it, like, at their level . . . so that they understand." She adds, laughing, "And when we talking Standard English, they say we talking 'bit'. That is what they say, right?"

Arawak considers herself lucky to be in an enclosed classroom. She has also taught in areas of the school where there are several classes in the same large room. In such areas she has found that, "Once the children hear something, they always look around, even want to leave their desks, especially the bad boys. They want to leave their seat and see what is going on in the other classes." In the single classroom she finds that there are fewer distractions, "The children are more attentive", and consequently, they are more likely to understand Standard English.

Profile 2. Pablo

Pablo chose not to leave her journal with me, nor did she write any letters. She has several years experience and has completed two OCOD workshops: a three-phase program on Infant Methods, coincidentally taught by my wife, and the two-phase program on ESL. Her teaching experience has been "in the countryside" and since September of 1991 she has been enroled in the two-year teacher training program at the St. Vincent Teacher Training College. Being a student this year may be the reason why Pablo chose not to become involved in the letter writing portion of this research project. Nevertheless, she has made some interesting comments during the course of the interview which may not have been made by someone other than a student.

Pablo chose to take the ESL program for basically two reasons. First, she says that she wanted to learn more about language. She explains, "For me, I think language can never be too much, and I wanted to, ah, develop my knowledge about language, so that is why I chose that area." Second, she felt that the program might be beneficial to her teaching. She says, "So, by the time the curriculum for the OCOD workshop came (to) the school, I always, I always find myself fitting into this sort of thing . . . because there's always something to be learned . . . so I can . . . get up whatever I lack, . . . and give out back to others."

On the one hand Pablo wanted to improve her own knowledge about Standard English. She says, "Well, for me, I think it was real beneficial for me, because the areas that I am weak in, I improved somewhat in them . . . you have to get the knowledge." On the other hand she wanted to realize these improvements in order that she might transfer some of this "knowledge" back to her students.

One of the benefits of having been a participant in the OCOD workshop, or rather, workshops, because she has participated in two of them, is that she feels that the experience has helped her to be better prepared for the courses she is taking now at the Teachers' College. She says, "And now that I am in college, some of the things that I have to do, I have a knowledge about them, so it makes it much easier for me to follow up with them."

For Pablo, the OCOD experience was a good preparation for the teacher training program. She feels that those who have participated in OCOD programs have an advantage over those who have not had this experience. She states, "Well, as we said, we got knowledge before, and meeting with these teachers, we had the advantage over them."

She feels that untrained teachers who have participated in an OCOD workshop also have an advantage in the classroom over those untrained teachers who have not participated in such a workshop, because as she says:

> Especially those who were not trained, right? Because they (OCOD participants) have seen different models, and so on, and different ways, different strategies of teaching, so going back in the classrooms, you can implement these strategies, and you are able to get over your lessons in a more meaningful and interesting way than those other teachers who has not had such experience.

In respect to teacher training, Pablo felt that the theory and methodology taught at the OCOD workshops was quite in line with what is being taught at the Teachers' College. She notes that a number of the OCOD co-tutors are instructors at the Teachers' College, and that the Principal of the Teachers'College had been the Team Leader of the St. Vincent OCOD co-tutors for a number of years. She also agreed with the other students at this interview that teacher training should precede, not follow experience in the classroom.

Two of the strengths of the ESL workshop according to Pablo were the emphasis placed on "listening skills" and "questioning strategies." She cites "story telling" as an example of the former, and "the W-5" as an example of the latter. The "W-5" is a mnemonic reminding teachers that by using a variety of question words like who, what, where, when, and why, they can ask both convergent and divergent questions.

She feels that the program could be improved in two ways. First, it could focus more on the needs of the teachers, for example, providing them with more subject matter knowledge, and basic teaching skills. At present, she feels that "the organizers were focusing on the children", rather than on the needs of the teachers. Second, she feels that there is a need for some kind of follow-up to the program. She says, "I really feel that we should have a continuing thing for the teachers." Although uncertain about how such a follow-up might be accomplished, she felt that some kind of summer program might be a possibility.

Profile 3. Paget

As an introduction to her journal writing, Paget wrote, "I know myself that I am different from any other person in the world. My writing then is bound to be different from that of all others if it is a true product of myself and not a mechanical copy of another's idea." Indeed, Paget did compose an interesting, different, and personal account of her experience at the workshop through her writing. Here are some excerpts from her journal.

> July 22. I went into my classroom, there I met my usual classmates. Their faces were all the same even though their names and clothing provided contrast. I sat at the rear of the class, my eyes travelling up and down taking in every details of the classroom. I noticed three faces that has lately come into existence, then I remembered the first time I attended the workshop, I had to describe myself.
>
> The entire day was quite interesting with two competent tutors and exciting activities. Most questions asked did elicit my true feelings and thoughts. The "Group dynamics" especially contributed a lot of interest value to me. I also found the review re the "Language Situation in St. Vincent very beneficial and the "co-operative learning activities" quite stimulating. This proved to me that the tutors have good developing interest approach. At the end of the lesson I felt an eagerness to know more.
>
> July 23. I sat in my usual seat as Harold read a story about the fantastic fox. It was quite an interesting story and ended with a stimulative brain storming. What do you think of when you hear the rain? said Harold. I became aware of the raindrops pattering on the roof and first thought about my bed and of course sleep. I felt good when the next tutor took over from where Harold ended. I looked about and saw that everyone was looking quite eager and alert. I wondered if the juice given at break was responsible for such result. I listened to Mr. Hall as he pointed out some of the common Linguistic features found in present-day Vincentian dialect. I found it to be quite astonishing because he seemed to know so much of our creole language. I felt happy for the way he was explaining things to us and so took a note of all the important points that he made. I then

considered that great day when I shall be like him teaching English as a second Language. And then I looked at my watch and saw the two hands way beyond twelve. It was lunch time. After lunch the remainder of the afternoon was used to finish up the unfinished. Everyone was given time to write in their journals. I opened my book and started to write. I reflected with joy everything that I felt, see, touch, smell, etc.

July 24. It was a bright cold day. I was almost late for class and so hurried to the room. Harold Stewart sat in the middle of the class, with his sparkling eyes peering over his glasses into his fantastic foxy book. I listened attentively as he read his foxy story. It was quite thrilling. Every now and again I glanced outside. The traffic was almost busy even though it was raining heavily.

At the end of Harold's interesting story which ended with various activities, I stretched my limbs and became aware of the stunning pain on my buttock. I wondered if anyone in the class was feeling the same pain as I was, while C.P. was getting his aids ready. He seems to (be) very good at making aids and also singing about them too. I find his lesson to be very exciting. I remembered planning lessons, but from the very moment C.P. taught me about planning lessons, there seems to be so many things lacking. The sun was shining lightly as it was getting close to noon. I felt quite hungry as C.P. ended the morning session. The smell of fried fish in the air made me distressed.

July 31. Harold read his story to us as usual. I listened attentively and looked when he show us the pictures. After reading he taught us about evaulation which was the most important aspect of teaching. He taught us about the nature of evaulation. Why evaulate, formative reading evaulation strategies in E.S.L., Summative reading evaluation strategies and formative and summative writing evaulation. I found Harold's explanation of these topics were very clear and straight forward. I found it was very beneficial to me and it also contributed a lot of interest value to me. I especially liked the Bloom Taxonomy.

In the afternoon our tutor Mr. Hall taught us about the different types of sentences. I wondered why he was such a stimulating and exciting teacher. Maybe he was born to be a teacher. I listened as he explained the different types of sentences. I understood every thing he said and hope I would not forget. He gave us some activities pertaining to sentences. I felt like a magician putting on a thinking cap to do his magics. He then corrected the sentences and told us where we went

> wrong and where were good. I spent the rest of the afternoon writing my journal.

As school began a month later, Paget's enthusiasm for teaching was still evident. In a letter to me she wrote, "I want you to know that I enjoyed the OCOD workshop. I have developed a lot since attending the workshop, especially in the teaching techniques. I sure will impart my knowledge to the pupils. I cant wait to do (this)." She then adds, "I really do enjoyed teaching and would like to be a professional some day. I will also like to go abroad and further my education."

In a later letter she again expresses gratitude for the contribution that the OCOD workshop has made to her teaching but recognizes that all of the problems faced in her classroom have not been resolved. She writes:

> I am really enjoying myself when I am teaching now because there are so many different methods I can now use to teach. The only problem I am getting in my class is that some of the pupils are very slow while some are very troublesome or I should say always busy on their feet. Could you tell me some methods I can use for children who are slow learners and for those who are over active in class? I would be very glad for your advice.

In a letter written at the end of the first term Paget expresses satisfaction with her teaching to this point and reveals her plans for the following summer. She writes, "The first term in school was great and encouraging. The results for my test was very good. I am looking forward to a next OCOD workshop next summer." The test results she mentions here concern an English course she was taking at a Secretary Centre in a nearby village. This was clarified in the interview carried out at her school in late March, 1992.

I found Paget's school to be the customary two-story building so commonly used as public schools. Figures 8 and 9 show this school and its playground. She explained that the second story where she teaches had been added about three years ago, about the same time she began teaching here.

Paget had begun teaching first of all in an Infant One class, then an Infant Two, then a Junior One, and finally a Junior Three. She prefers teaching the Junior Three class. She says:

> I don't like the Infant One. I would like it if I knew how to teach them, but, but I don't really know . . . I don't have that. If I know how to teach them, I think I would enjoy teaching them, but this way, at the higher level, I can teach that . . . In Infant One, you have to break down whatever you have to teach, you have to break

> it down to the lowest level, When you up here, you don't . . . don't have to break it down to that low level.

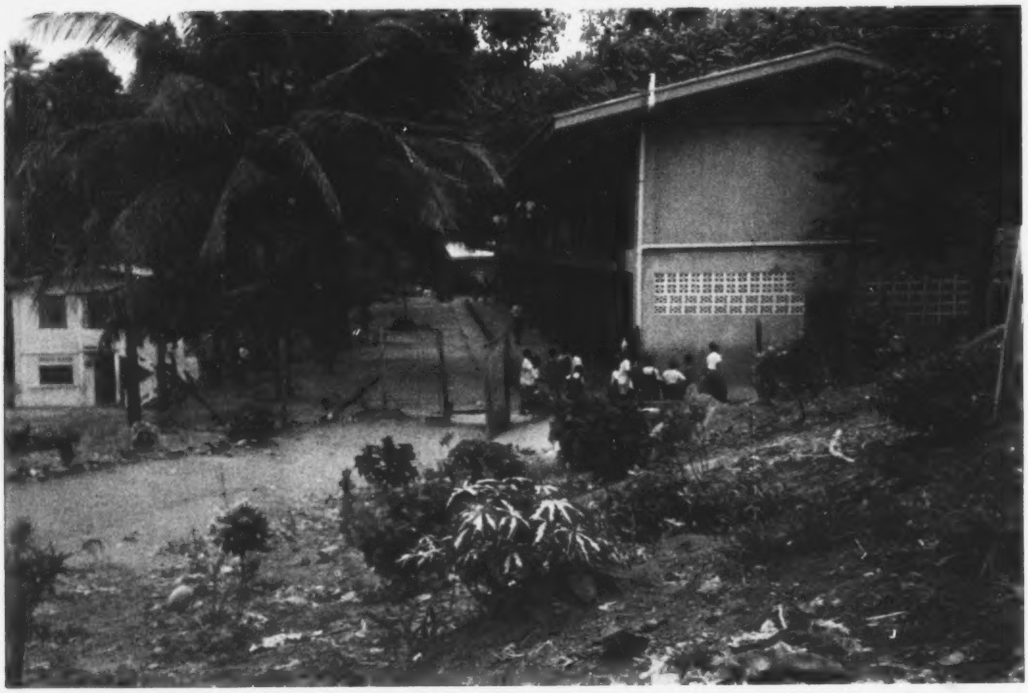


Figure 8. Paget's school and playground.

Paget's classroom was at the end of the undivided second floor of the school. Consequently, she had two walls available for display. The third wall was made of ornamental cement blocks. She had several charts and pictures displayed. One of the charts carried the headings: Who, What, When, Where, and Why: W-5 again.

Paget's enthusiasm for teaching had not diminished. She exclaimed, "Well, Harold, since I went to OCOD course, I think I enjoy teaching more!" She then went on to recount an experience with another teacher:

> And just the other day a teacher said to me, 'I like the way how you teaching that English language there'. I said 'True?', and I was feeling real great, because I know those skills I gain them from OCOD. I get them from ESL.

When I asked her about what kinds of things she was referring to, Paget went on:

> Well, I'll try to remember what she told me . . . for example, ah, subject and verb agreement: she told me she like how I'm teaching subject and verb agreement, like using the substitution table. She especially like that. And sometimes, you know, instead of using the basic reader, sometimes I use story books, and sometimes we make up, we actually make up stories. I ask them to make up stories using pictures and all those stuff, I use them. So she told me she like that, so that kind of encouragement . . . I'm trying."

Figure 9. Children skipping near Paget's school.

Curious to know why such an eager young teacher had not yet even applied for admission to the Teachers' College, she explained:

> I had some problems, some personal problems, and wasn't ready yet to go. I was ready yes, but, . . . those problems, they wouldn't go away, personal problems. I want to get those things sorted out before I go." Then she confided, "And, I have this desire to go abroad. I'd like to go back to school. I'd like to go back to school . . . that's my desire."

Profile 4. Mespo

Mespo has been teaching for several years in the village school shown in the photograph, Figure 10.

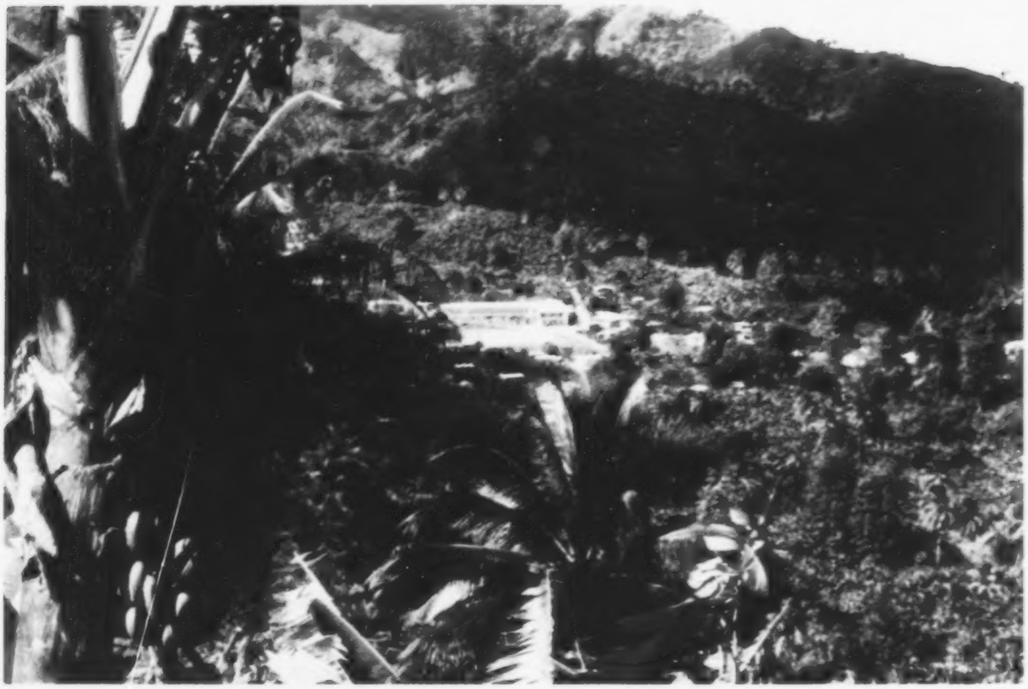


Figure 10. Mespo's mountainous village and her first school.

From 1989 to 1991 Mespo attended the Teachers' Training College. To her disappointment she did not get a clear pass. She explained in a letter she wrote to me:

> I must tell you that I receive my college results and I have to resit the English Language paper because I went down in the Methodology part. Nevertheless I am working hard at it and have to pass it next June, 1992.

Mespo's journal entries are brief. She did not find the workshop sessions which were lecture-style presentations to be very stimulating. She says for example, "The morning session was a bit tiring" referring to a session in which there had been a lecture given by one of the tutors. What she seemed to enjoy were those sessions in which there was more group involvement. For example, on another day she comments, "The most interesting session of the day was the session of co-operative learning activity. The reason why I enjoyed this session is because I learnt from each group." Writing about another day's activities she states, "I especially enjoyed the demonstration lessons." These demonstration lessons were planned by groups and then, usually, one member of the group played the role of teacher and presented the lesson to the class of participants. This was always followed by a discussion involving the whole class. Another group activity she enjoyed a great deal was the one field trip we took to the Kingstown brewery which produces both beer and a number of soft drinks. She says:

> Seeing is believing, that is why I would like to express myself in writing about the field trip I attended. I was really thrilled when I explored the various technical divisions. The exercise was really an informative and exciting one.

Other sessions that Mespo found "interesting" or "informative" were those on lesson planning, reading, and story telling.

In September of 1991 Mespo returned to classroom teaching, having had two years training in the Teachers' College, and two OCOD workshops in ESL during the summer holidays. She wrote in her letters that she had tried out several ideas from the ESL workshop and identifies "using predictions for reading" as being one that she had recently tried with some success.

Much of Mespo's written correspondence deals with the deteriorating condition in her school. In December of 1991 she included the following account:

> I must also let you know that during the month of November we were experiencing heavy rainfall and as a result our primary school is badly damaged. All the teachers were sent to assist neighbouring schools and the children sent home. Well I do not know what the situation is going to be like for the next term because the children cannot stay at home all the time, I will keep you update with further happenings.

Two months later she included the following update on the school situation:

> About my school, we are presently having school in a smaller building than the actual school, therefore we are operating a shift system. In this system half of our students attend school in the morning sessions for two weeks, while the other half attend in the afternoon for the same two weeks. After the two weeks the teachers change shift, those who were on morning go on afternoon, etc.

During my visit to Mespo's school the situation brought about by using an alternative building as the school tended to dominate the conversation. The interior of this school is shown in Figure 11.

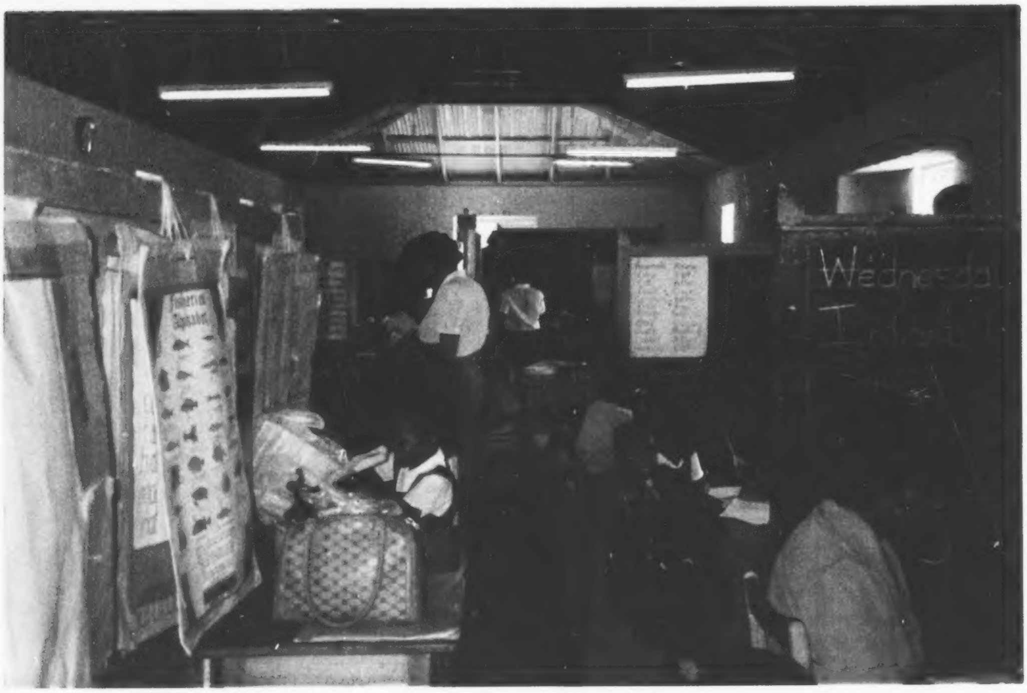


Figure 11. Inside Mespo's present school.

It appears that the original school built in this mountainous area was damaged to the extent that it will have to be replaced. In the meantime, schooling is being provided in a government-owned multi-purpose building in a nearby village. It is located literally only inches from the main road running through the village. This road becomes a rather dangerous playground for the children at recess time. Mespo explained some of the differences between their present facility and their former school:

> Well, presently, our school was a better building. Everything accommodation-wise, we had more space, and then we had more furniture because some of the furniture is still up there, because we couldn't bring everything, like the chalk boards, benches, desks, and tables, and then we had an additional feeding program where the kids used to get their little snack. It comes from the

> government, because there isn't any way here to mix the milk. We don't have it operating, and then we had . . . where the kids used to buy a little snack at break time, instead of . . . The Head Teacher had this separate office, where visitors could meet him and where we store our belongings. We had cupboards . . . We had a playing field. Because of that, we don't have good physical exercises.

Differences in routines have also occurred. Mespo explains:

> Our normal school and break system was different. We began at 9:00 and had our break at 10:15. Then we had our lunch at 12:00, and then we come back at 1:00. Then we'd go from 1:00 to 3:00, but from here it's not so. When we are dismissed at 12:00 we go home and we don't come back until tomorrow morning at 8:00.

These differences in routine also affect the children. First, because the school is now held in a neighbouring village, some children have to walk much further than before to get to school. During the two weeks when they are on the morning shift it means that they should be at school at 8:00 a.m. rather than 9:00 a.m. Considering the extra walking time needed, the children, and their teachers, must get up much earlier than before. As a result of this, many children come to school late. When these children come for the afternoon shift, often called the "evening shift", they tend to "start getting into trouble after 3:00. They don't concentrate much after that." Although maintaining discipline in the school can be a problem, Mespo seemed convinced that this was not so much a result of the school situation as the inadequacy of the children's home environment.

The present facilities also affect teaching procedures and style. Mespo's classroom is just inside the main door from the road. Because the only dividers between the classrooms are portable chalkboards, the room is noisy. She has little space for displaying materials. Furthermore, she explains:

> We don't have much time to leave our charts hanging on the walls any more because, for example, in my case, I'm sharing a class with a lesser class than myself, Junior One. The next class that's coming this afternoon, it would be too high for them, so I can't leave my charts hanging on the wall for them. It wouldn't benefit them. Even when we use them we take them down. We can't leave them on the walls.

As far as finding a quiet spot for story telling or sharing, there is really no place available. Mespo explains:

> At the other school we had more space. We had a park, we had space behind the building. Even in the classroom itself, because the classrooms were large, you could bring the kids together. You had more space for your story telling.

In the present building there is a main road immediately in front of the school, and a deep gully directly behind, leaving no available area for a quiet activity.

It seems that Dialect English is used frequently in the school. Mespo explains:

> If you are doing controlled talk, and you want them to say it in Standard English, you'd tell them whether you'd want them to give the sentence in Standard English.

She thinks that there is less oral work done under the present conditions than before because, "We had more space to go outside to do more oral activity, but here we don't have space to take them outside."

Because the school day has been reduced from five hours to four hours, the teaching staff of the school together decided to give the children more homework to make up for the lost school time. Mespo adds, "We've extended the amount of homework because they have more time to do it."

Most teachers in the school, Mespo explained, use basal readers and follow quite closely the teaching suggestions provided in the "teachers' manuals." "Some, however," she added, "use different approaches." She mentioned, for example, using the "language experience approach" during reading lessons. She did not find that the methods introduced at the ESL workshop were much different than those presented during her training at the Teachers' College. She reiterated that she especially enjoyed the group activities which were part of the OCOD workshop:

> The group activities were helpful. It helps socially, emotionally, physically, and mentally. It helped us to socialize, experience the ideas of other people . . . and each person benefitted.

At the conclusion of my visit to this school I was grateful to Mespo for bringing me some bananas to eat and a coconut for a refreshing drink. Then she assisted me to get to another village by arranging a ride part way with the Head Teacher, and the rest of the way in the cab of large cement truck. When I thanked her for her thoughtful hospitality, she said, "This is our way."

Profile 5 Liberty Lodge

Liberty Lodge is a trained teacher with 23 years of experience. She has taught in both rural and urban schools. She spent five years as an untrained teacher prior to taking teacher training. She presently teaches a class of 52 eight and nine year old children in the large urban primary school shown in Figure 12.

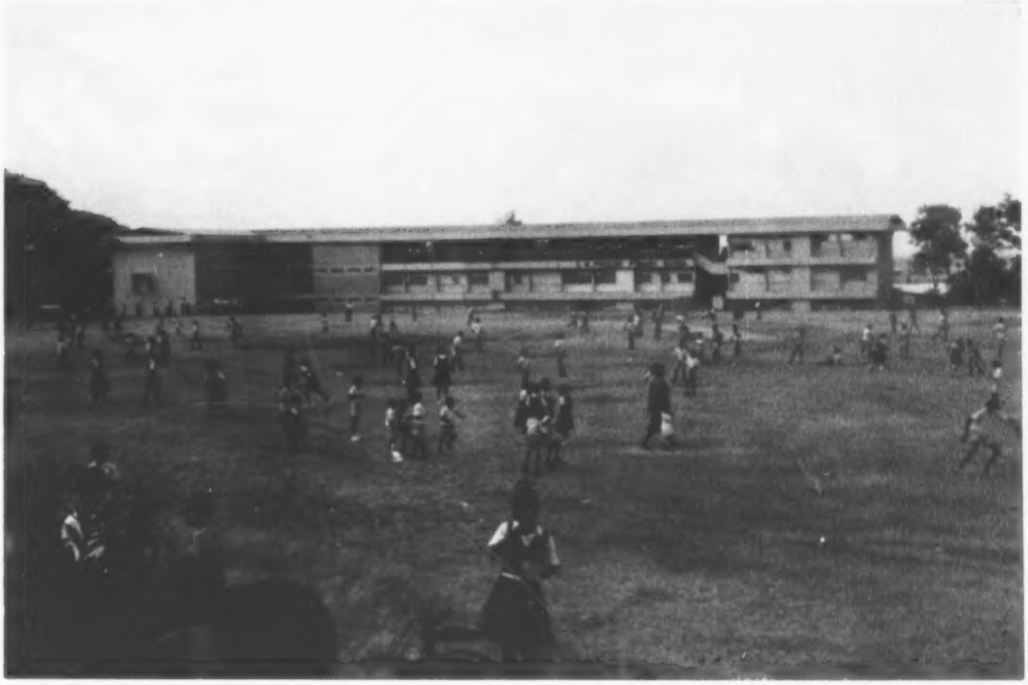


Figure 12. Liberty Lodge's primary school.

Liberty Lodge explains why she enroled in the ESL program this way:

> I like language, and then, when the circular came out, and I saw English as a Second Language, my first thought of it was that it was a foreign language, some other language, and then you have to change, or what should I say, you have to, now, what is the word now, you have to change that language into your English. It wasn't really till I got there that I realized it was really, well mainly dialect, and you have to speak Standard English, and then when you all explained to us that Standard English came out of this old dialect like saying "We goin

> down de road" but the proper saying in Standard English is "We are going down the road."

Expanding on the difference between Standard English and Dialect English, Liberty Lodge adds:

> I think of it, of course, it is, when you are having "small talk" as we say, you can talk to your colleagues or . . . but if you are teaching a lesson, or if you are delivering an address, you will have to use Standard English, OK? You can't go in front of crowd and talk like this. Unless you go off to explain something. So, I think it's important for the children themselves. You have to get them, to get them, this old estate, and whatever it is, what you call it, out of them because as the generations go down the line, you know, and I could see, I don't know if it's because I have a love for language but I have known for generations down the line, not my ancestors, but you know, but ancestors on the whole, how I could see how people have built themselves up because individuals, because a poor parent, OK, and I'll take this one example, where I used to live in the country, there was a mother . . . she did not understand the meaning of GCE. She say, one day, she said, "Marlyn, am I right am dem gee see ee, or gee see see dem me no no men ee?" But you know, dat chil, "Mummy, it's not dat, it is G. C. E.. General Certificate in Education", and she began to talk to her mother, you know, so if that child did not learn Standard English, because in that home in particular, it's creole dialect, and that child now going to school learning English properly was able to, you know, is always able, so I think it's important. I think it is.

The journal that Liberty Lodge kept during the program presents an accurate summary of each day's activities. As an example, here is her journal entry for Wednesday, July 24, 1991:

> The day's journey began with one of the teachers leading us in prayer to ask God to take us safely through. The short session over Harold opened the floor by telling us the story - continued of course - of Bogus, Butts and Beans and Mr. Fox. This he said as usual was to set the pace ready for learning.
>
> Now, for the job of the day - "Lesson Planning". In planning lessons your objectives, should be (i) statements of intent - what you want done, (ii) specific -to the point, (iii) stated in behavioral terms (iv) Measurable. You should be able to listen, speak, read and write.
>
> We then looked at some verbs that are very forceful in objective writing eg. identify, tick, arrange,

> generate etc. and was asked to name some of our own. Students came up with verbs like relate, write, explain, define, discuss.
>
> The lunch break over, we did twenty minutes of USSR, uninterrupted sustained silent reading.
>
> After this we were presented with a lesson plan format and instructed as to what goes where and when in it. This of course was be a review of what was already known, but going over does no harm because it reinforces what you know and helps you to mend weak spots.
>
> Our groups were then assembled, each one by itself and given a topic to prepare a lesson plan - on different aspects of grammar - after which we called it a day.

Attempts to interact with Liberty Lodge through her journal were not successful. Interaction did take place later, however, through letters. Here she revealed her attempts to try out some strategies which were presented at the workshop. For example, in December of 1991 she wrote:

> I do not know what is the real deep rooted problem, but I find it very hard at times, and very often, in teaching to write compositions. The children cannot or seem not to understand at all how to form their paragraphs. No matter how I try to show and teach them to indent and that the sentences must flow smoothly afterwards, they still keep numbering sentences one after the other, even though there is a model composition for them to follow. Can you please send me some guidelines and suggestions. In the new year that is just around the bend I would really like to see them doing better.

In replying to this request, I attempted to stay with ideas that had already been presented during the workshop. I suggested that she might try some brainstorming ideas with her class prior to a writing assignment, or try some controlled writing exercises.

In February of 1992, she wrote the following:

> I still find difficulty getting across the idea of composition writing to my children. Anyhow I am still trying. I have not given up. Or must I say they are the ones who make it difficult. I think everyday practice may help; but then with 52 pupils I certainly will not have the time to look through all each day. One of these days I think I will ultimately achieve my goal.

During our conversation in March, 1992, while discussing the impact of the program on her teaching, Liberty Lodge made the following comment on the teaching of composition:

> Well, I really liked the way you handled the composition part of it. I came back here, tried to implement it, but it took me a long time. You see, I still had to write you, and I believe it's because of the children's background, they couldn't get this thing off.

Another strategy that Liberty Lodge has attempted to incorporate into her teaching is story telling. During our conversation she said, "I like the story to start off a lesson, because that gets them ready to listen." She then asks, "Did you notice, I had one this afternoon?" Indeed I had. Liberty Lodge had told a story to the class during the last period of the day. The children listened attentively. After the story was completed the class was divided into two teams, boys and girls, and they competed using factual recall questions from the story, for example, "What is the name of the airport in Arnos Vale?"

Classes begin at 8:40 a.m. in Liberty Lodge's school. There is a recess from 10:30 a.m. till 10:45 a.m.. Lunch is from 11:45 a.m. until 1:00 p.m., and afternoon classes end at 3:00 p.m. There is a class timetable but Liberty Lodge does not always follow it to the letter. Two of the classes that I shall describe here took about an hour apiece to complete. The first one was a lesson in Language Arts dealing with word usage, and the second was a class in Social Studies on the compass rose.

The lesson in Language Arts began with Liberty Lodge writing the date and subject at the top of the chalk board. She then wrote a series of suffixes horizontally across the board: -less, -ly, -ing, and -ed. Next, she explained to the children that new words could be formed by adding the appropriate suffix to other words. She then wrote in a vertical column these words: add....., love....., care....., swim....., help....., and clear..... . The following activity involved volunteer students going up to the chalk board and writing an appropriate suffix to a word in the list. Next, the class decided as a whole if the new word was correct or not. This was followed by a teacher-led discussion of other possible new words. Figure 13 shows a student working on this exercise.

The second exercise in this three part lesson began with the teacher writing four groups of words on the chalkboard, then asking the students to identify those words in each group which were out of place. Here is one group of words: Books, Pencils, Erasers, Shovel, Ink, Pen. In this case a student identified the word Shovel as being the word out of place, and this was followed by a teacher-led discussion of the similarities and differences between the words in the list. This was followed by the question, "Is she right?", to which there was a chorus of affirmation. The teacher then reminded them. "I don't accept chorus answers."

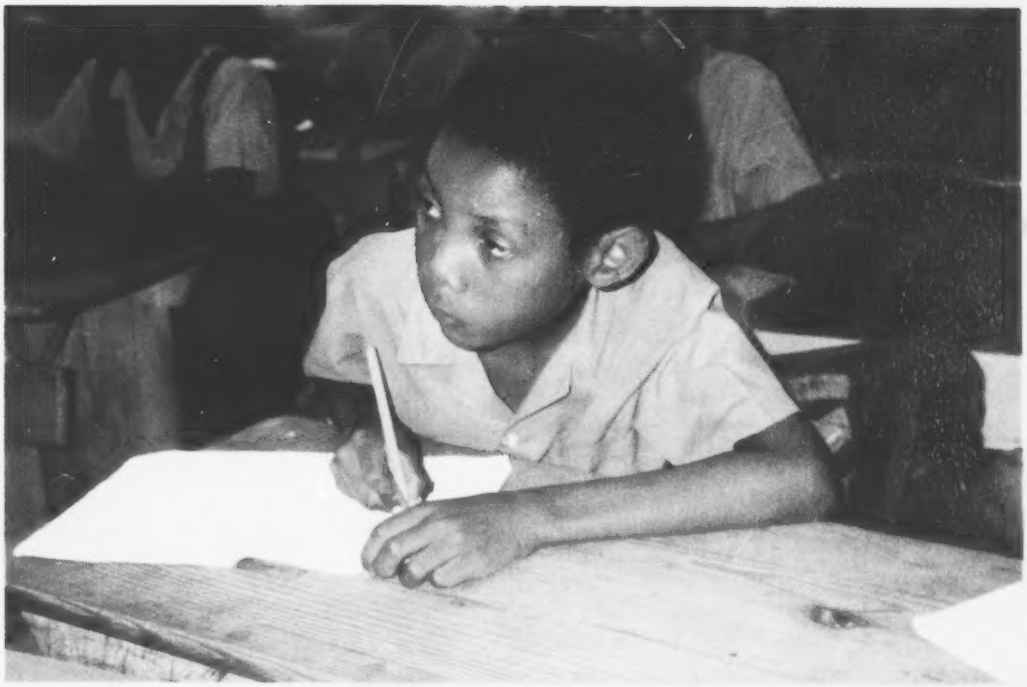


Figure 13. A Student Copies Work from the Chalkboard.

For the third exercise in this Language Arts lesson, the teacher wrote five sentences on the chalk board, for example: Jane sweeps the floor. The children were then instructed to copy the sentence into their exercise books and then underline the action word, "the doing word", in the sentence. Correction of this exercise was left for the following day as time had run out for the morning session.

The afternoon session began with a lesson in Social Studies. The topic was "the compass rose", that figure showing the four compass directions: north, south, east, and west. The lesson quickly took on a question and answer style: "Where is it warmer?" the teacher asked. Answers were accepted from around the classroom. The children all call the teacher "Miss." The teacher recognizes the children most often by calling them "Mr. Williams" or "Miss Ashton." Sometimes a first name is used, and occasionally "boy" or "girl" is used if the answer is unclear or incorrect. The correct answers to the questions asked were written on the chalk board by the teacher. All of the questions used in the exercise were of the convergent variety, for example, "What country is south of Puerto Rico?" or "How many windward islands are there?" This lesson took about an hour to complete. There was a short break near the mid-way point where the teacher asked the children to go through a stand-up and sit-down routine, otherwise the children sat at their desks very quietly.

The next lesson of the day was taken by the unqualified teacher assistant who, until this moment, seemed to have been an uninvolved spectator at the back of the classroom. Her lesson was on "hygiene." The regular classroom teacher retired to her desk in a corner of the classroom as the lesson began. There was an immediate change in the attention given by the children. Within moments the assistant teacher noticed one girl creating a disturbance. She went down the aisle to where the girl was sitting, lifted her from her bench, and told her to remain standing there. Moments later, she told the girl to come to the front of the classroom and drop into the waste box whatever was in her hand. Then the student was asked to remain standing, facing the class. A question and answer discussion on hygienic practices began, but was soon interrupted again by noise from the students. The untrained assistant teacher then asked the children to put all their garbage in the "bin." General movement and talking broke out all over the room as 52 students began searching for garbage. At this moment, the regular teacher, Liberty Lodge produced a belt and smacked it loudly on her desk several times. Order was restored, and the lesson resumed with a short discussion on the importance of cleanliness. This lesson took about a half-hour to complete.

It appeared to me that the untrained teacher in this class was learning to teach first, by observing the trained teacher and second, by conducting a lesson in a subject having low academic status. Liberty Lodge explained that the untrained teacher also had to produce lesson plans:

> My helper, my co-worker, she has to make lesson plans, because she's untrained. I inspect them and then they are sent to the Head Teacher. And they are, and they are supposed . . . There are seven subjects a day, but they would accept for the whole term about nine lesson plans. So, if you want, you can sit and make your plans the next day plan, or if you want, you can . . . if it involves a follow-up lesson, because you would not need a lesson plan for a follow-up lesson.

The trained teachers are not required to make lesson plans. Liberty Lodge explains, "But the trained ones are not bound to. We just make scrap notes." Every classroom teacher must keep a diary, however. She told me, "We have our own diary where we put our plans." This diary is supplied by the Ministry of Education, and is to be kept in a cupboard in each classroom. It is to be inspected regularly by the Head Teacher who must sign it confirming that each week's lessons have been approved. The entries in Liberty Lodge's diary appear to be synopses of lesson topics, not really lesson plans. It is kept in the classroom even after it is full. Liberty Lodge believes that the diary serves an additional function: "You keep it in your cupboard because sometimes another teacher, suppose I change, another teacher would want to see what we used to do."

Liberty Lodge has an interesting theory about why it is necessary in St. Vincent to have teaching experience prior to taking teacher training. She says,

> Well, that's why I see here, that's why they change the routine for getting into college. They would take students green out of school, or the secondary school, and send them to college, and when it's time for teaching practice, they go to the classroom and they have a problem with class control. So they would switch back now, and say you must go to the classroom first for a few years to have some experience of the classroom, so that when you go out on teaching practice, you would not have the difficulty. I think right now, what they ask is . . . that you must have some experience in the classroom first. They feel you would be able to perform better.

The problem of class control is an important one for Liberty Lodge, understandably in a class of 52 students. She admits that even she, as a trained teacher, finds class control a frustrating problem. She illustrates this in the following hypothetical situation.

> You are doing the plant today, and you want to do the parts of the plant but before the 45 minutes or the 35 minutes, some 35 minutes or 30 minutes are over, you don't get to, more than three, because you have to, this goes back to discipline again, because you have to be disciplining every minute. Every five or ten minutes you have to say "Stop".

Admittedly, very little time was spent on the topic of discipline in the ESL program. Liberty Lodge states, "I would have liked to get some lectures on that discipline."

Liberty Lodge feels that a major cause of the children's bad behaviour in school is the home environment. She says,

> This again goes right back to the home background of the child, and some children are easy to take telling, easy to catch, but some, you would talk to them from morning until the end of the day, and it doesn't make sense. So I think it depends largely on the background of the child, where the child comes from.

A recognition of the importance of the home background of the children seems to have occurred to Liberty Lodge during her two years of teacher training. She states:

> Before I actually went to college all I knew was that I had these children to teach but I did not think of anything. I knew there was something called psychology, but I thought it was a special subject that you had to cram in, and write stories on, not knowing that I have it practically within the classroom, because every child is from a different home, and your home, the same things that go on there, the same things don't go on in mine, so you'd have to be from two different backgrounds there, and you don't only have two, you have, as in here, I have 52 different homes to deal with. You understand? And I deal with the home. You see, I could see it as . . . you're dealing with the home using the child in the class every day. You could actually tell a lot about the child's background. One of the difficulties of having such a large class is that you cannot cope with all in a day.

The need for class control is particularly evident during examination periods. As Liberty Lodge explains, she goes to considerable lengths to avoid the possibility of cheating on exams.

> You have to be very careful that they don't correspond, so I am planning to have one child on a bench so that would mean a subject would take me one whole day, some in the morning, some in the afternoon and you don't want to have a carry-over into the next day because children can tell another child what was on the paper. If I have half of the class in the morning in here, the other half would be somewhere else, provided by another teacher. Sometimes we use the front classrooms so that some of those children in that other class, some would sit here, some there, and while I am examining in Maths, they would be examined in Social Studies. If you have two children on a bench, one would be examined in Maths, and the other in Social Studies, you see? And we would invigilate very keenly, because the children would be very sharp.

Speaking about the influence of the home environment on the children's language development, Liberty Lodge noted that not very many children were exposed to books at home, but most of them watched a considerable amount of television. She expressed her view of the influence of television on their language development in the following way.

> I think the television is a means of teaching them ESL, but they didn't pick it up. The children like to look at

> MacGiver on a Sunday, but when they come back here in the morning and they begin to talk about MacGiver, what happened yesterday, they speak the same language. They are down in their dialect again. I believe it's the home background. I think they have this rooted barbaric thing in them, this rooted old English thing in them because even though they are listening while looking at a television show, those persons who are acting, don't speak bad English, even the comic stories don't speak broken language.

Regarding the OCOD workshop in ESL, Liberty Lodge enjoyed participating in all the activities. Besides some specific methods which she had attempted in her classroom, as in teaching composition and storytelling, she claims the chief benefits were in reviewing many of the things she had learned at Teachers' College, and in developing her self-confidence. She says,

> And I think one of the things in ESL, it helps you to be free of stage fright. It helps you to be more competent in yourself. I think it helps you to, ah, face the public better. I see myself as gaining ground on the ladder up. It makes you, it brings all the confidence, and all the shyness in you, you know, it disappears, and you will be able to stand up and address anybody. All you have to do is get your facts together, and you know you have your speech at your command. You stand up there, and you throw it out, you don't even, you're not even conscious there's a sea of faces, and you would throw it out in such a way that they who are there, when you finish talking would wish that you had just begun.

Liberty Lodge offered a number of suggestions for improving the ESL program. All her suggestions, except for adding Discipline as a topic, involve extensions or follow-up activities to the program. First, she suggested that the tutors return for a follow-up program with the same teacher-participants. Second, she felt that an exchange program with Canadian teachers would be beneficial, even if it were only for two or three weeks. Third, she felt that the program was not long enough, and that it should be extended by a week. Fourth, she felt that the program should be given wider exposure through a local television production especially for the benefit of those teachers "who did not get a chance" to take the course.

Profile 6 Charlotte

Charlotte completed her required two years of untrained teaching in 1991 and was accepted to the Teachers' Training College in September of that year. When she first began teaching she found that she had no other model to follow except what she remembered from her own schooling. She said, "I knew nothing. I didn't know how to prepare lessons or anything, and the other teachers were of no help to me." After some reflection, however, she added,

> Well, when I entered the classroom for the first time, I was privileged because the Head Teacher of that school . . . there was two of us and we had a week of observation before we actually taught in the class, and it wasn't really hard for me because I had experience before with children because I was the assistant superintendent of Sunday School in my church, and I had my own Sunday School class. When I started to teach, I was able to get across to the children because I am accustomed to deal with children. I didn't really have any problem as such, and I learned different methods actually looking at other teachers and by reading and by applying some of the experiences.

The OCOD workshop was a valuable experience for Charlotte because, as she states:

> I was able to learn from looking at other people teaching. I was able to really see ways and means in which I can make my lessons more interesting, because in my school we learned how to make a lot of lessons, or lesson plans, so it wasn't new for me at OCOD workshop. Anyway I obtained different information which I am able to apply in my lessons, methods, like questioning, using the W-5, and I think this method is very helpful because you get exactly what you really want the children to give.

Charlotte chose the ESL workshop simply because no one else at her school had chosen it. She states:

> That was the only thing remaining, and I had to do it. And I didn't really regret it because, at that point in time, I was having some problems with the English langauge so I thought that if I attended this workshop I will see different ways in which I can really impart this knowledge onto the children.

She claims there is a rumour that "if you did any OCOD course, you'll be easier accepted at the college, but that is not so."

During the workshop, Charlotte recorded her daily impressions in her journal. On Day 1, for example, she notes that through group activities, "I was able to learn more about the other persons in the groups by listening to their views", and from a class discussion on the language situation in St. Vincent, she claims, "I've learned how to accept Vincentian Creole and I am able to look differently at people who speak Vincentian Creole. I am also in a better position to help other people see the Vincentian Creole is our first language and not 'broken English' as it is called." On Day 2, she makes reference to learning several new words from an in-class brainstorming session, and from another session she mentions:

> I learnt how words are pronounced in Vincentian Creole and Standard English. I also learnt a lot of grammatical errors that are made so often and I am now in a position where I'll correct such errors.

On the third day, she seems somewhat impressed by the story telling portion of the day and the importance of lesson planning. She writes:

> Harold continued the story which generated interest and filled the suspense within me. Mr. Hall and Harold covered lesson planning. From this lesson I learnt how to plan language arts lessons. I am in a better position to plan lessons that will motivate the pupils.

On Day 4, Charlotte records the following summary of a session on the production of visual aids:

> Mr. Hall did 'drills' with us. I have learnt why it's important to drill pupils and how to drill pupils. He demonstrated substitution drills to us and had to make aids which we are able to take back to our class.

On Days 5 and 6 she appears to appreciate learning about alternative ways to teach both reading and writing. She writes:

> I have learnt a lot of approaches which would be very beneficial to me. Before I was having problems with teaching reading but I am now in a better position to make my reading lessons more interesting.

She also learned from the participants' demonstration lessons. She says:

> We had two demonstrations of lessons which were very interesting. I learnt various ways of teaching different language arts topic and ways in which I can make teaching more interesting and meaningful to the pupils.

She adds, "I've learnt a different way in which subject verb agreement can be taught."

Day 7 involves a description of a field trip taken by the class to the St. Vincent brewery. On Day 8, Charlotte again seems to recognize the value of having alternative ways of doing things. She writes, "I've learnt different ways of making evaluations and ways in which I can help a child who is weak in a specific area."

On Days 9 and 10, she seems convinced that there might be some value in story telling. She writes, "From Harold story telling I've learnt the art of story telling and I think I'm going to do it on a more regular basis in my class." She appears to have discovered a value also in discussions with colleagues. She writes, "I learnt to listen to people's opinion and was able to share." Finally, she mentions completing her teaching aids, "I was able to finish my picture file which will be very useful to me in my class. While teacher I'll be able to show the pupils pictures based on the lesson."

During our conversations at the Teachers' College, we talked about the ESL workshop and its importance to her professional growth. She claims first, that the OCOD workshop has provided her with fundamental knowledge upon which she is able to relate those things taught in her classes at the Teachers' College. She says she has been "given the foundations so that when the tutors come in the classroom these things are not new to you."

Second, Charlotte claims to have a new and better understanding of the relationship between Dialect English and Standard English. To illustrate this she recounts an incident that occurred when she returned to her school in September of 1991 and was asked to report on her summer workshop to the school staff.

> When I went back to school and we had this meeting. We had to report, right? on the workshop, and I told them that the dialect, quote, unquote, right? this is our first language, and the Standard English. A lot of people they were confused, but when I really went and told them exactly that this English is a second language, and the dialect that is our first language, then some people, you know, get to really understand because there were some teachers right, who would still take a child who talked the creole, the creole language in the classroom, and try to make that child close his mouth or something like that? After, I really tell them exactly that some people, when the child, when these children talk their creole language they taught them in the standard way and you know, and accept the suggestions or something like that. But it really helped us differentiate between the two.

Third, there were a number of very practical things that she got from the workshop. She mentioned questioning techniques, "You know, the W-5? That's - I keep that one, (laughs) because it's working." Story telling was another strategy she committed herself to using, and the development of a picture file which she felt would be useful in teaching a number of topics.

Fourth, Charlotte believes that the course was valuable to the majority of untrained teachers in the program. She says:

> Especially those who were not trained, right? because they have seen different models, and so on, and different ways, different strategies of teaching, so going back in the classrooms, you can implement these strategies, and you are able to get over your lessons in a more meaningful and interesting way than the other teacher who has not had such experience.

Charlotte thinks that there should be some kind of follow-up to the program. Her suggestion was that written communication between the participants and the tutors might be the most feasible method. She also believes that teacher training should precede, not follow, work in the classroom.

Profile 7 St. James

St. James is in her second year of teaching. The ESL program has been her only formal teacher training. She summarized the importance of the program to her training in the following statement from her second phase journal:

> I must say that I learnt a great deal from this second phase of ESL and I am surely going to apply some of these skills in my class-room. I must also say that the participants in the course were easy to get along with and very humorous. This helped to ease the tension and made the sessions more interesting and enjoyable. I also learnt a lot from the other participants.

Several ideas from the workshop seem to stand out in her journal. She makes special note of the relationship between Dialect English and Standard English, "because", as she says, "I have to deal with the basic creole, basilect, that the children enter the classroom with." St. James lives and teaches in a remote and mountainous area of St. Vincent where spoken Standard English is not common. To help deal with this language situation she prepared several charts for drills and substitution tables which she felt, "will help the children with their subject and verb agreement." She saw a value in the field trip we undertook: " I think that trips like this can expose children, in that they could actually see what is going on and this would in turn help them in their writing."

She observes that no single strategy will provide all the answers to effective teaching:

> I think that the most important thing when teaching a lesson is your method. One has to devise different methods of getting across to the pupils and capturing their interest and attention.

St. James began her teaching immediately after finishing secondary school. She says:

> When I graduated from school, I applied to other businesses, so then I decided that the first, ah, the first people that call me, then I would go, so someone called from the ministry, so . . . Employment opportunities are scarce, and when I went for the interview there were lots of young teachers, young people, just graduated from school. Those were the people they called for the jobs.

She began teaching as an assistant in a Common Entrance class, that is, a Junior Five, but finished the first year in Infant Two, and then followed this class into Junior One during her second year. While in her first year she relied somewhat on the assistance of a relative. She explains, "Well, I have a cousin who's a teacher and we get along very well, and she help me if I have a problem." The Junior Five teacher was also a help to her. She observed his teaching strategies and he also took the time to provide her with some guidelines. St. James states, "He sat down with me and he said, well, you know, how to go about teaching."

When she first took over the class she admits:

> Then I felt kind of scared. They were grown up children, 11 to 12 years. I kind of expected criticisms from the children but I got none, then. You know, you kind of interact with them and have, when you have a good relationship with the children, you get feedback from them, so you know when they speak . . . where they don't understand, and you just go on from there.

In a letter written to me in October, 1991, during her second year of teaching, St. James describes her teaching situation in this way:

> School is okay for the time being. I am now in Junior One. This is a group of children aged 7 - 8. They are the same set of children I had last year. So you see, I got promoted with them. This class is a very challenging class, since the children are now in transition from the Infant section to Junior section. They are about 46

> students in my class. Fifteen girls and 31 boys. They are of varied ability. Some are very good, some are mediocre, while some are at the bottom. One big problem is that they do not like to think at all, or sometimes or most times, they lack confidence in themselves. Another problem is reading, some simple words e.g. lot, in, etc. They, those at the bottom cannot call, and it's really hard to try to bring them up to the level of those who can really read well. There is another teacher in the class. We divide the subjects between ourselves. I teach English, Health, Social Studies, Spelling, Poetry, Physical Education. (Figures 14 and 15 show St. James' classroom.)

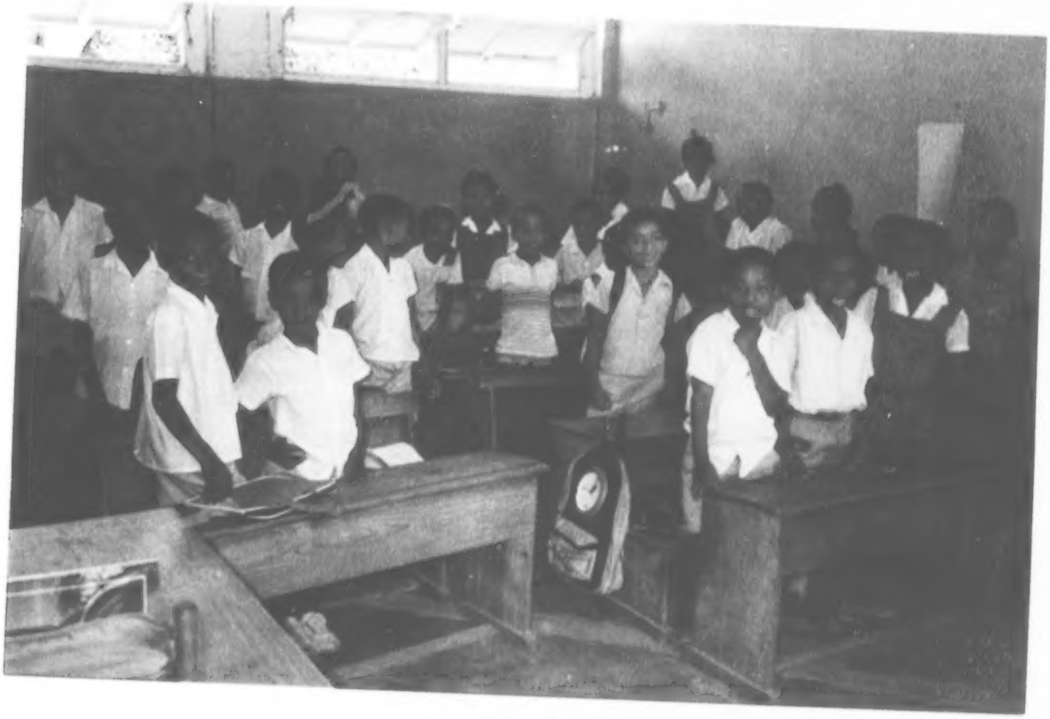


Figure 14. St. James' Classroom from the Front.

At the end of the first term she describes some success she has been having with her picture file. She writes:

> I've tried my pictures from the picture file that I made and they're going fine. I use them for English, when I'm doing composition and I also use them for Social Studies.

She referred to the picture file again during our conversation in March. She says:

> Well, the main thing I find interesting was, ah, the pictures, the picture file that we made, because the children love pictures and when they see pictures they get talking about some points, even they can be used for comprehension. You can make up a story based on pictures. You could use them for other subjects like Social Studies, and we used pictures in Reading.

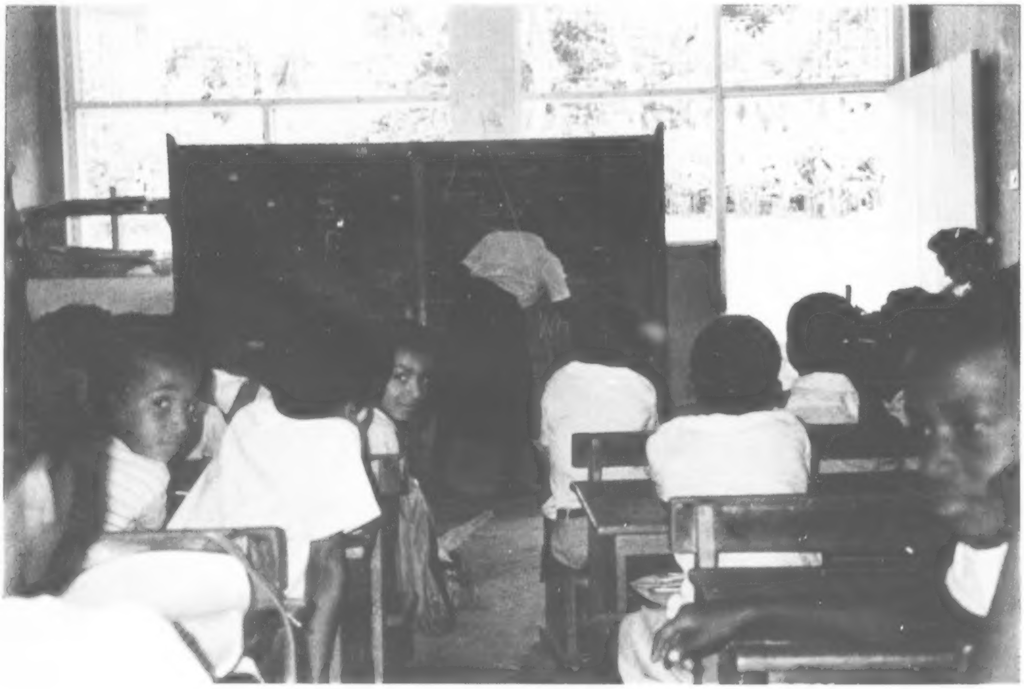


Figure 15. St. James' classroom from the Rear.

During the second term, St. James had to take over full responsibility for her class for a few weeks. She writes, "My class has been going fairly OK. My co-worker underwent surgery, but she'll be back soon; so I have to work really hard." With such a large number of pupils, class control can be a problem. This, however, did not appear to be a major concern with St. James. She says, "So, sometimes, you know, you take a belt and hit them a few strokes . . .", but basically, she appears to rely on alternative strategies. She says, "You just have to exercise a little more patience."

She attributes this more patient approach largely to the influence of another participant in the ESL course, one of the qualified teachers who became her friend. She explains, "She just said like when you have a large class, you just have to be a little extra patient." She compares her role as teacher to being more like a sister or mother than being a policeman. She says,

> You try to get them out of that idea that there's a policeman or whatever behind them. You don't have to be behind them pushing. You know, you have to encourage them, but you don't have to be behind them 'do this, do that'. They must try to get independent.

St. James recognizes the value of adaptability. She says, "Well, you know, when you teach, eh? you don't just stand there talking, talking. You have to adapt to the situation."

St. James enjoys teaching English grammar. She says,

> English is my favourite subject. Grammar is one of my strong points, so I teach it. Most people they know grammar, and some, a lot of people they know grammar the best, so that is why, I think, they put more emphasis on grammar than on any other subject area in English.

As a suggestion for improving the ESL program she says, "I think there should be a bit more emphasis placed on grammar."

As for her own future plans, St. James has registered for another OCOD program for the summer of 1992, but admits that she may yet change her mind about this. Her long range plans include the possibility of leaving teaching where she claims the salaries are too low. She is considering taking a correspondence course in Hotel Management from a college in the United States.

Profile 8 Buccament

Buccament lives and teaches in the same town where she was born and raised. She is an untrained teacher with ten years of experience. She has taken two OCOD programs, one in Reading, and the other in ESL. The classroom where she teaches is in the newest part of the school. This new building can be seen in the photographs, Figures 16 and 17.

Buccament teaches in a self-contained classroom with a wooden chalkboard at the front and plenty of space on the walls for displaying pictures, posters and student work. On the day I visited her, Buccament explained that much of the display work she had put on the walls had all fallen off.

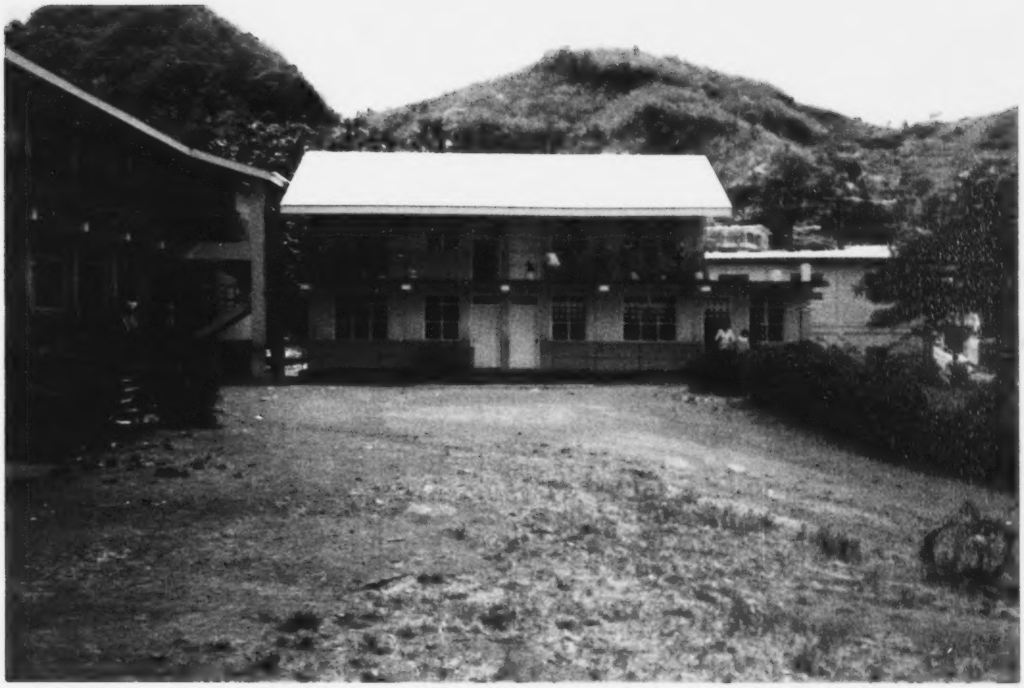


Figure 16. New School Building in Buccament's Town.

The school itself houses about 500 children. Buccament has 37 children in her Junior One class. Although no parents are involved in helping in the classrooms of this school, volunteers do operate a government funded milk program for the children every morning.

Buccament's initiation into teaching was not easy. She says, "I was given a slow class, and some books, and I just, I don't know how I got through." She did not have the opportunity to work with an experienced teacher as so many of her untrained colleagues do in St. Vincent. She relied on the Ministry's "Core Curriculum" as a guide for what to teach, and on one of the older teachers on staff who was kind enough to advise her on some basic teaching practices. Mostly, however, she relied on her own resources. She says, "Most of the time I just did it by myself, you know, just thinking about it, go home and picturing, and make it myself." Even after ten years she claims she still does this: "Each term I come up with something new, a different method. It's always to make more. It's better than the one, the older one."

After taking the OCOD course in Reading, the Head Teacher in the school asked Buccament to be in charge of the reading program in the Junior School. Buccament did not enjoy this experience mainly because she felt she did not get much support from other staff members. She says, "Some of the teachers were not cooperating, OK? So, that's why I asked to have my own class. So, now I have my own class and I think it is better, OK?"

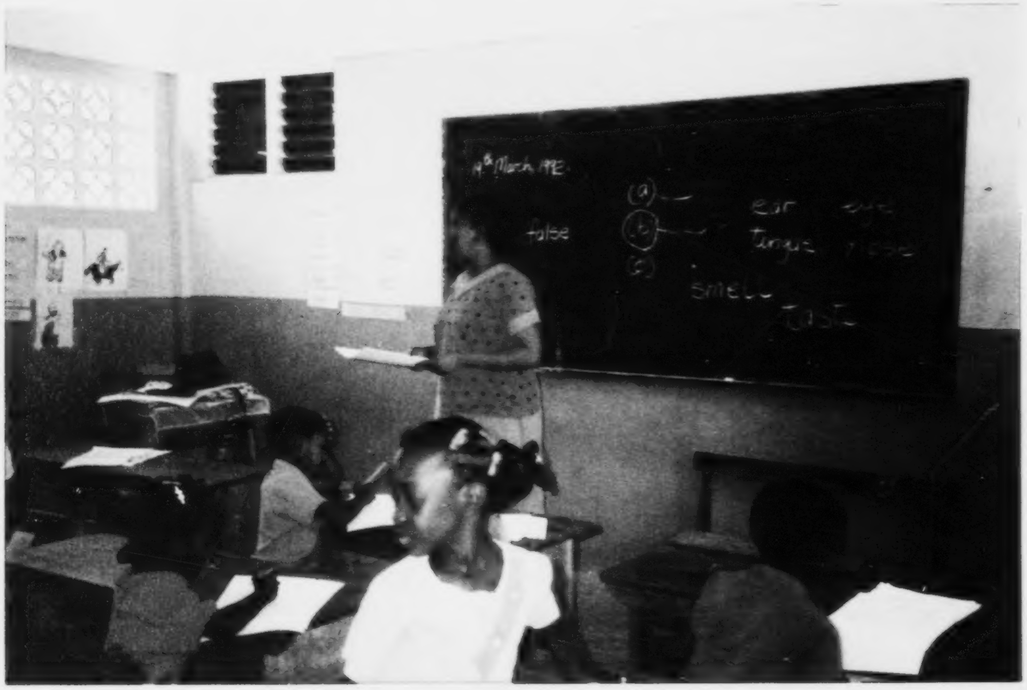


Figure 17. Inside Buccament's New Classroom.

She still feels strongly that reading is the most important problem facing teachers in St. Vincent. Buccament feels that the most helpful thing that any course can provide will deal with reading. She says:

> Well, I always go for the reading, because we find in St. Vincent we . . . reading is a problem. Reading, . . . always emphasize reading. . . the skills, word attack skills, especially how to attack the words, and syllables, and vowels and so forth. The reading part of it. I always go for the reading.

Part of the problem with reading has to do with the children's regular use of Dialect English and their unfamiliarity with Standard English, according to Buccament.

Reading material is written only in Standard English, not in Dialect English. This has led many teachers in the past to enforce the use of Standard English in their classrooms very strictly, a practice that had always troubled Buccament. The ESL course seems to have provided a sense of legitimacy to Dialect English for Buccament. She says:

> From the ESL program, the dialect part of it, because we, in these parts, that's what the children come to us with, right? And sometimes, as was said, you should beat it out of the children. From that now, I outlaw not to do that, OK? Accept it, and have me telling the children exactly what it is, yes . . . I find the ESL program . . . I wish I could have another one this time for our teachers.

Buccament now teaches the brightest of the three steamed classes of Junior One. She says, "We have the A, B, and C streams, and I have the faster children." She has found that reading stories has become popular with her students. From a letter she wrote to me in February, 1992, she writes:

> The story method I learn from you at OCOD is very applicable, pupils just love to hear "It's story time", very exciting. I'm trying as best I can to use the methods I learnt from ESL. I think it's very effective to my group of children age 7-8 years old.

During our conversation in March, 1992, at her school, Buccament expanded on the benefits of taking the ESL course. She says:

> One of the things I find a little better is the story telling. Usually, before I went to that course, I usually just stand in front of that class and read a story, but from what I learned at that course, I will have the children come a little closer around me as you demonstrated to us and then I tell the story, and ask questions, and you know, I find the children will understand the story much better . . . And then from the field trip that we had, you know, I'd never been on a field trip while travelling in vehicles. What we do is we take observation walks and Thursdays we have physical education. So I take them. We have a river, a dam up in the hill up that way, so we take the children there, and they would, you know, look at as many things, and then we come back and we talk about what we saw and that kind of thing.

During my visit to this school, Buccament was giving a test to one half of her 37 children. Those taking the gestetnor-copied test sat alone in the front double desks.

Those not taking the test sat noisily at the back of the room. Figure 18 shows the students during this test. The test was what is called a General Paper, a short answer test covering topics from Social Studies, Science, and General Knowledge. The questions were of a factual nature, e.g. Most plants grow from .... (students choose from two possible answers: seeds or flowers). There were also matching questions, choosing the correct meaning for abbreviations, and identifying diagrams e.g. ear or eye.

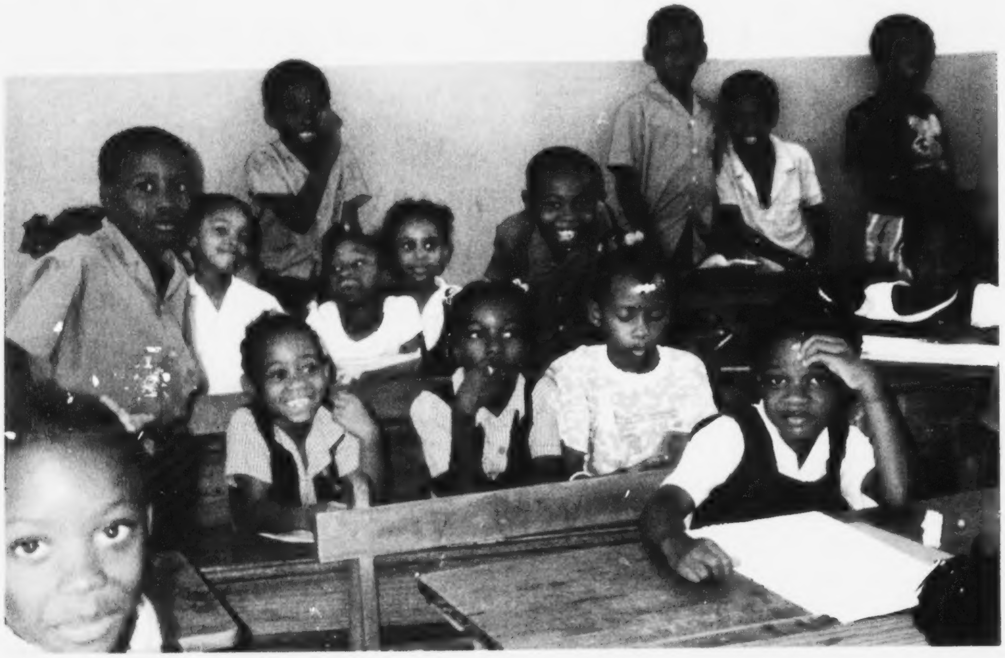


Figure 18. Testing Time in Buccament's classroom.

The classroom is run strictly. Buccament keeps a belt handy on her desk, and does not hesitate to slap a child who she feels is misbehaving.

When I asked Buccament about the influence of the home on children's education she offered the following insights. First, she explained that reading stories to preschool children would be very unusual, mainly because few if any of the homes have books in them. Second, although a number of homes now have television, she felt that it had no influence on the children's language development. The thing that disturbed her the most about the children who came to her class was their seeming inability "to think or reason."

Profile 9 Layou

Layou is a young, untrained teacher who recognizes a number of influences on her learning to teach. In her first year of teaching she was able to spend a term with a Junior Five teacher before taking over a class by herself. This teacher served as a model for her. She says, "You actually listen to the way the person teaches." Then, when she began teaching lessons herself this teacher and the Head Teacher of the school offered suggestions for improvement. She explains:

> Like sometimes when you just make notes of lessons, how you expect to teach a lesson, they might say you should do this first, or you shouldn't do this, or you should add in something additional. They usually comment on it . . . so that you see you would learn to do this better. And sometimes, the Head Teacher comes in and listens to your lesson, and like, if you do something, she will be able to tell you, "Well, you should have done this instead", and so on.

She also believes that her own experiences as a student in school were helpful. She says,"To a certain extent I relied on what I was taught in school, but sometimes you have to deviate from those." She mentions that learning a second language in particular was an influence:

> Like when you're teaching French, since French is a new language, they usually give you steps and so on. Like they tell you how to conjugate a verb - this is the first person singular, second person singular, and so on. And so, the foreign language learning also helped.

Some of the textbooks she has used also provided her with teaching suggestions: "The textbooks I usually use sometimes they tell you what to do, step to step, it's a plan or form." Sometimes, however, suggestions for teaching are not provided, and the teacher must become involved personally in selecting a teaching method. Layou explains:

> Well, at first, when I went to school to teach, I went to a Junior Five, like this one, a common entrance class. Well, I realized it was different than secondary school in that in secondary school it's higher learning, and then I realized I had to break down the work smaller for the Junior Five, and afterward, I went into a Junior Two class, I realized I had to break it down smaller still, so I just kept breaking down, breaking down. As the years pass by you get accustomed, you realize that certain techniques you have to start developing . . . like relating to the children like, relating to the

> children, like you talk to them and you see what they want.

Layou learned from experience that telling is not the same as teaching as the following anecdote illustrates:

> Like, if you want to teach them, ah, opposites, right? like I might come in and, I might ask a boy and a girl to stand, and then, I might ask them . . . some questions, like about something in their hair, or something in the classroom, different things, different objects, and they would tell me, and then I would say, "Well, what do you notice about these", and they might say, "Well, they are different". I might say, "Well, since they are different, what does that tell you about them?", and they might come up and say, "Well, they are the opposite to each other". . . I don't just go in and tell them - this is the thing. They actually tell me.

Layou recognizes the role played by motivation in learning. While talking about story telling, she says:

> Sometimes I might just come in and just tell a story relating to something, so you might just come and start to tell the story. Also, then, you might read something to them and tell them to write down different things, or something like that. Anything to make them interesting, and answer questions and when their interests are aroused, and they start telling you things, and by the end of the lesson, you hear those things.

She has also learned things about teaching by listening to other teachers talking. She says:

> Then the other teachers might be talking, and you might hear them talking about some problem they had in their class, or what they did, and so on. By that now, probably now you didn't put over things good enough to the children, then you have to go to a different method.

From the ESL course she claims to have learned, "a lot of things." She mentions the making of visual aids, cooperative learning strategies, and various listening strategies like asking the children to listen for words or sounds that are repeated in a passage read to them. She mentions reading methods such as the Language Experience Approach, the use of drills and charts designed to help teach children difficult concepts like subject and verb agreements, and questioning strategies such as the W-5 method. From observing her peers performing during participant demonstration lessons, she learned that she was not alone, that teachers shared similar problems, and that they could learn from one another.

Reflecting further on the ESL program, Layou feels that she might have benefitted from more practice in producing lesson plans. She says:

> We did lesson plans to a certain extent, but we didn't actually . . . made out any lesson plans. I think we were supposed . . . I not sure, we were even supposed to do it. We actually did the aims, the objectives, the planning, the actual planning. We didn't actually do the . . . make the lesson plans.

She feels that the sessions during the first phase of the program dealing with grammar were very helpful. She says:

> I think the grammar was good because there's certain things that sometimes teachers take for granted, and not until you teach in the classroom situation, when you exactly teaching that you realize that certain things you can't take for granted because there's certain, like when we were doing a topic - verbs, we were doing verbs, and sometimes, like the plural verbs. Sometimes we just take these for granted but when you find yourself in the situation. You might say something like - verbs that add -es to, they might say all that end with -o, we add -es to them, but then we might develop, might see, after you finish telling them that, you might find a verb that ends with -o and you can't add an -es to it. Or, you might say - all the verbs that end in -e, you just add an -s, but then you might see a stray situation coming and there's some, like furniture, that is an exceptional case . . . is that you add an -s, and like equipment, and so on.

After teaching in her own village school for the first year, Layou has now moved to another one closer to Kingstown. This has the disadvantage of an hour of travel to and from her home each day by van, but it does give her the opportunity to go to Kingstown twice a week after school in order to take a course in typing.

Layou teaches one of the two Junior Five classes in her school. She has nine girls and seventeen boys in her class, aged 11 to 13. There are 46 children in the other Junior Five class, the more academically proficient class. Layou describes her class in the following way:

> This class was a troublesome class, always giving trouble. Like the children never settle. They always in and out of the class. They never seated in their seat. They always talking.

Because they are slower children they are not expected to do well on the common entrance examination that they will write in June. Layou maintains discipline in the class by periodic scolding and the occasional slap. She refers to the children as being "carefree."

> When she first arrived to teach this class, Layou says: It was terrible to note that they couldn't write a composition. They used to write address, date, day, such and such, and end . . . I don't know how in heaven . . . No, I tell you, since I was teaching this was the worst class I ever had, really.

Teaching composition in this class still seems to be the most challenging task for Layou. She says, "A real challenge, you will see that they have changed a little bit, although they still can't write."

During my visit to the classroom, Layou conducted a lesson in Language Arts. The photograph, Figure 19, shows the children involved in writing a composition.

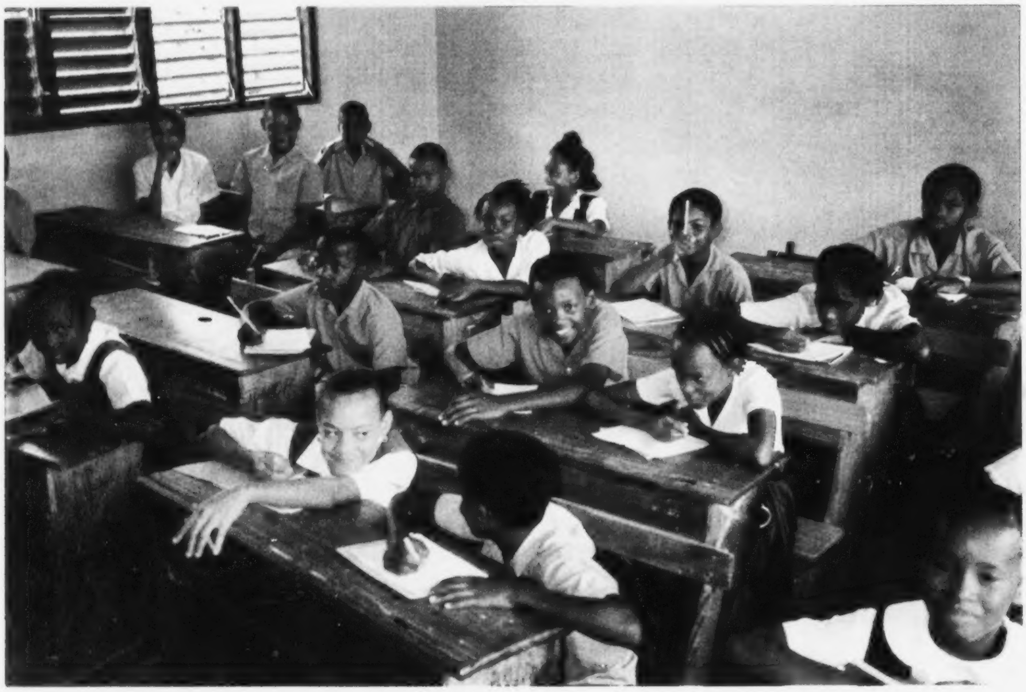


Figure 19. Junior Five children writing a composition.

Layou explained to me how she proposed to correct a composition which consisted of retelling a story that had been told to the class earlier:

> What I do, to give them more encouragement, I'll go up to the front of the class, and ask them to give the corrections. I'll say, 'What's wrong with this sentence?'. As I read, I ask them to make comments. Or, ask they themselves to come up to the front of the class and read their composition to the class, and then the children would make comments - what they think about it, and so on . . .

Layou believes that the children benefit from this approach because, as she explains:

> Like those who write stupid things, they (the others) would make all the comments, and so the next time they going to write, they have to write something better, so everybody hearing what they have on the paper, so they, and they want nobody to hear something silly.

The two Junior Five teachers in the school work closely together. Layou explains:

> We work close with one another. We always have the same topics. We discuss everything together, and we do the same topics for the same subjects. We have generally the same timetable, so we do the same topics on everything. Sometimes the other Junior Five goes on a little faster than this one, because they have higher ability, but even though they might be a little in front, they still do the same. That's why they put at the same exam.

The two teachers share in the preparation of the exams. Because they both teach Junior Five, the common entrance classes, the June examinations are very important. Passing these exams means admission to secondary school. The students must be between the ages of ten and a half and thirteen years to be eligible to write the examinations. To sit the common entrance examinations, students must present their birth certificate. There are some parents who do not even bother paying the five dollars (East Caribbean currency) for the birth certificate because they feel that they cannot afford to send their children to secondary school anyway, in spite of the fact that just this year the government announced that for government secondary schools, no tuition fees would be charged. If students do not write the common entrance examination, or if they fail them, then they may remain for two or three years in the primary schools in what are called Senior Classes. If they complete the senior class curriculum successfully, they may still be admitted to secondary school at Form Two. This, however, seldom happens.

The exams prepared by one or other of the Junior Five teachers, not surprisingly then, resemble closely the common entrance exams. I am attaching a copy of the second term

English examination given to me by Layou as Appendix J. She predicted that her students would do badly on the 20 mark composition question. She says, "They can't use their imagination."

Profile 10 Arnos Vale

It takes an hour to walk up Sion Hill overlooking the city of Kingstown with its port facilities, guarded by the British built Fort Charlotte to the north, and flanked by the tranquil yacht moorings of Indian Bay to the south. Inland from the summit of the hill, as far as you can see, are lush green valleys, some terraced for crops such as sweet potatoes, others carpeted with banana trees. Up here there's always a refreshing breeze. Up here there's also a school, a small, quaint, cottage-style school. For generations this school served the uniquely white Vincentian community whose members were indentured to nearby plantations. Now the school serves both black and white children, and a growing number of children resulting from intermarriage between the two races. Figure 20 shows some of these children at play.

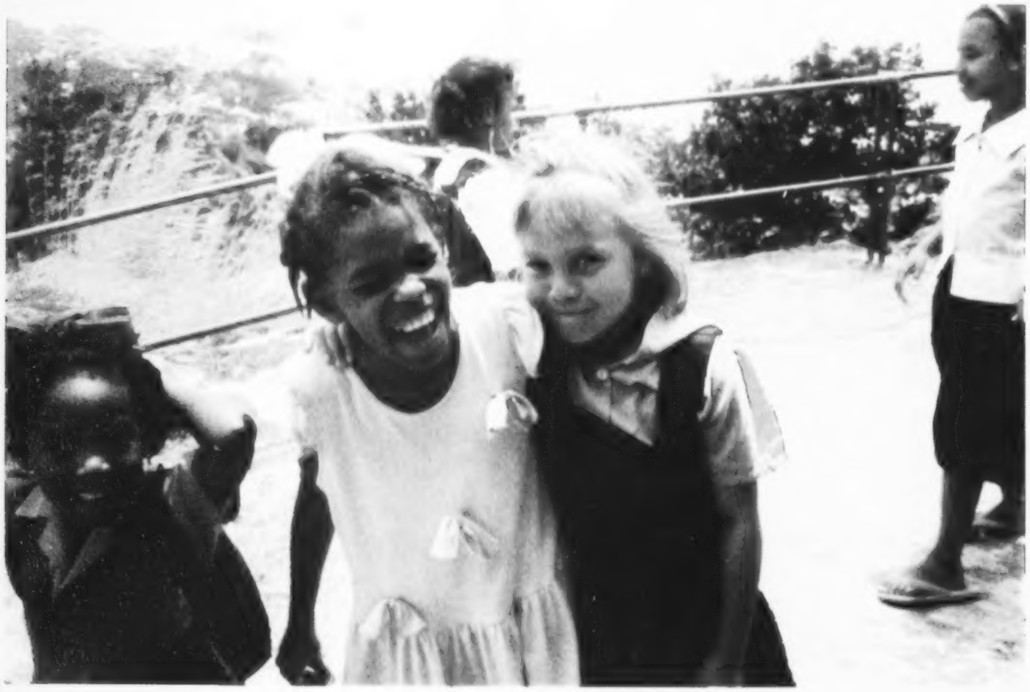


Figure 20. Children enjoying a break at Arnos Vale's school.

The school staff too has teachers from both races, a number of whom were raised in this community and attended this school as students. Here, a visitor might find a young teacher with a yard stick in one hand and a very old hymn book in the other, demanding that the class repeat line by line, memorize, and eventually sing a hymn as a music lesson, in much the same way as another visitor might have seen several generations ago. Figure 21 shows part of the interior of Arnos Vale's school.

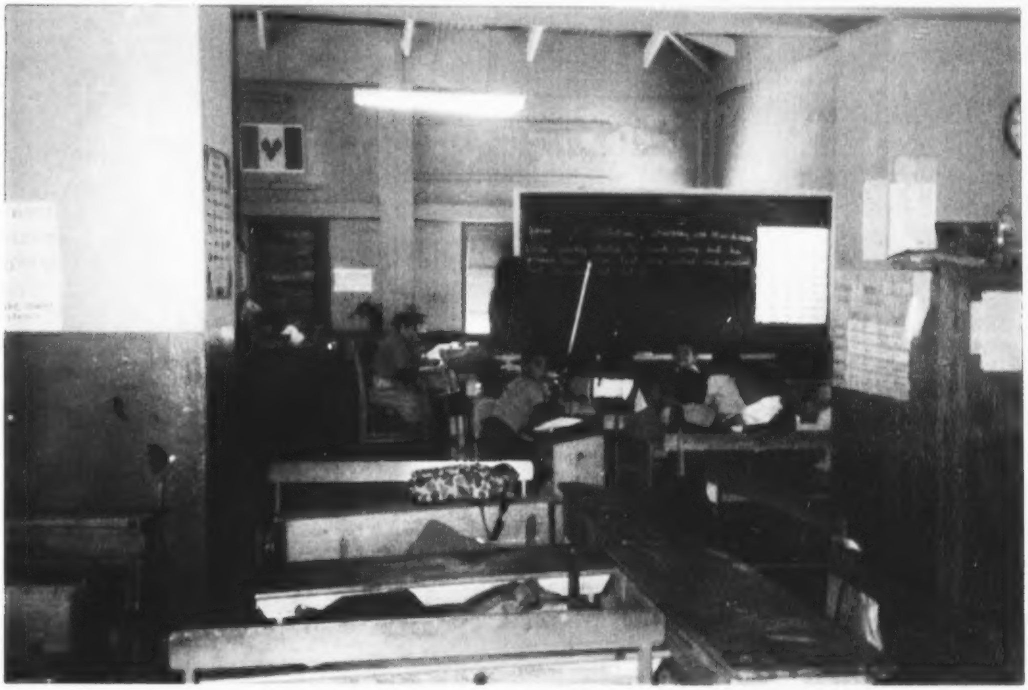


Figure 21. Inside Arnos Vale's small school.

In this setting, Arnos Vale teaches a Junior One class of fourteen pupils, eight boys and six girls. At the beginning of the school year she wrote to me explaining a rather uncommon problem she was having:

> The problem with those pupils is that most of them are afraid to talk and it makes things very difficult in the class when they have to respond to you. I have had experience with two or three children in a class, but not with so many children in one class.
>
> Right now I am working on methods to motivate them. I put them close to me in a circle and tell them stories. I know I will have to find time to sit down and talk with

> them. Because of this problem I have not used many of the methods. I communicate to them in writing because their reading is very poor. I use the W-5 when I'm reading and a few other methods. I am hoping to do more as they improve.

In May of 1992, Arnos Vale wrote:

> You asked about the problems that I was having with the pupils. The children were not only shy to talk but they were also very lazy to work. I have had to use many different methods to get rid of that problem. You can see that some of them do not receive the love and guidance at home.

Another problem that Arnos Vale has identified is poor attendance by some children. During our interview in March, 1992, she said, "Well, you might just find, like three, about two or three below the ability of the others, and that is because they don't come to school." In May, 1992, she added:

> A lot of the parents of this school were not interested in their children's education a few years ago. But now they are interested. A few years ago they would keep home their children for no reason. And at that time very few children went to a secondary school.

It should be noted that school attendance only became compulsory in St. Vincent in January of 1992.

Speaking about parental support, Arnos Vale notes:

> Well, I think it could be better. It could be better. If the parents would help the children at home and they could come to meetings and so on, and communicate more with teachers, I think that would help.

She also believes that if the parents provided reading books in the homes the children would do better in reading at school. Nevertheless, she concedes, "People are very friendly. You need help, and you go to them, and they would help you."

Regarding the use of Dialect English, Arnos Vale explains:

> Most of the children are accustomed to using the dialect, eh? And to get across to the Standard English, it's a problem. We teach the Standard English here, but when they go out or go home, they use dialect again (laughs). There's this competition, you know.

Since taking the ESL course, Arnos Vale claims that she takes a more conciliatory position regarding this "competition." She explains:

> Now, I am able to talk to them, when they come, with the dialect in a quiet and calm way, instead of working on them and telling them that that's not the way to talk, and so on.

Even when the children use Dialect English in class, she just reminds them that they are expected to speak Standard English while in class. She suspects that using Dialect English in the classroom is more common in rural areas because, as she explains:

> You'll find some of the teachers from the countryside, they speak a lot of the Dialect. To get across to the Standard English is always a problem.

Figure 22 shows the Junior One class in Arnos Vale's school during a lesson in Standard English.

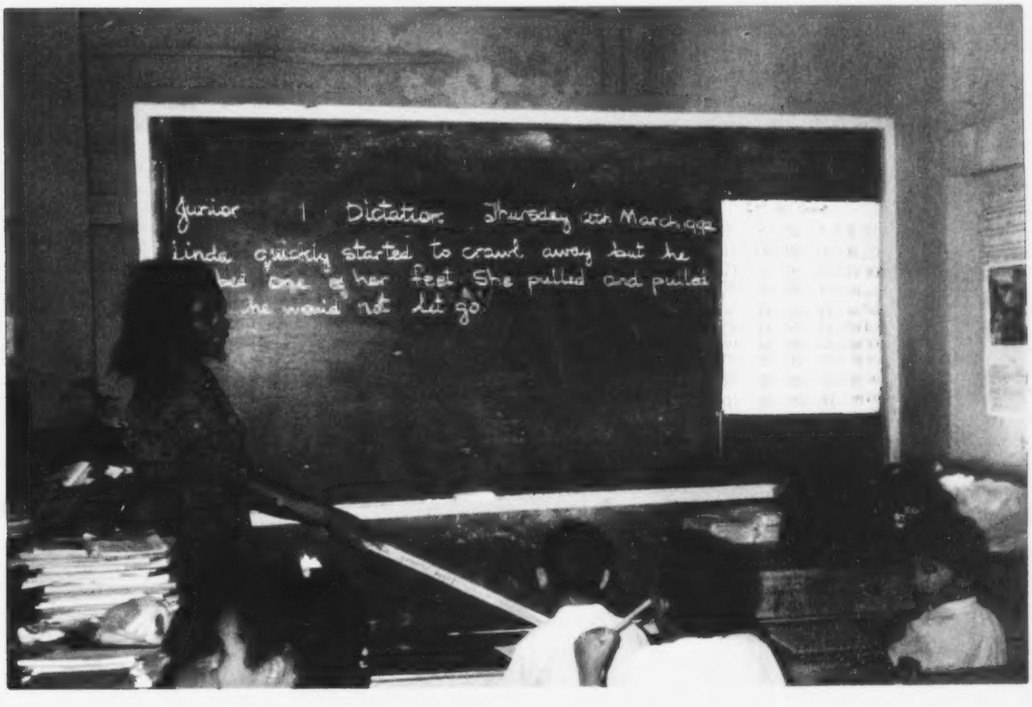

Junior 1 Dictation Thursday March, 1992
Linda quickly started to crawl away but he
one of her feet She pulled and pulled
he would not let go

Figure 22. Teaching Standard English to a Junior 1 Class.

Arnos Vale herself is an untrained teacher who has been teaching in this school for the past 12 years. She has attended two OCOD workshops, one in Infant Reading, and the other in ESL. She has attended a few inservices sponsored by the Ministry but these have had very focused objectives, for example, how to conduct and mark a Ministry Achievement Test in reading and mathematics. Her early training came through working with and observing a trained teacher, and later by getting help from another trained teacher in the school. Arnos Vale follows the Ministry curriculum closely, and also uses the suggestions in the teachers' guides. There are no walls dividing the classes from one another in this small school. This feature appears to have served to create a feeling of close cooperation among the teachers, and a high degree of supervision by the Head Teacher. The children in this school generally do very well on the Common Entrance Examinations.

Arnos Vale usually does her lesson planning at home in the evening when it is quiet and when her own four-year old child is asleep. Once a week she has to fill in the Diary record for what was covered in each class for each day. This is kept on her desk and is seen and signed by the Head Teacher once a week. "Right now", she writes, "I am studying for three more subjects, English literature, Social Studies, and Mathematics." and, "I have applied to enter the Teachers' Training College this year, so I hope I will get in."

The ESL program seems to have affected Arnos Vale's outlook on teaching. In an early letter she wrote the following:

> I liked the way you went about your teaching in such a cool and calm way. You taught us to be friendly, loving and honest to our children. I have learnt a lot from that story that you told us about the golden pants. I am going to tell my children. Now that I am back to school with my children, I have a special feeling for them, honestly. I'm going to use the methods that you taught us. I know that my children would get a lot of benefits.

During our conversation in March, 1992, Arnos Vale felt that she had benefitted in many ways from both OCOD programs she attended. In particular, she mentioned lesson planning, a skill she found hard to pick up on her own, and second, increasing her repertoire of strategies for teaching: "I now know how to use a lot of different methods to get things across to the children."

When we talked about how the program might be improved, Arnos Vale made the following suggestion:

> Well, a follow-up program. If you have that I think that will help, because you'd be able to talk to the teachers

> to see if there was any problems, you know, that came up.

In response to how such a follow-up program might be carried out she said:

> Like, how you are here now. I am able to discuss any problems. You can give me any other advice that I didn't learn from the workshop, you know. So maybe that would help. Or maybe, if the program is made longer, maybe three years, instead of having it just the two, especially for those newly appointed teachers. Maybe two years might not be enough.

Profile 11 Diamond

Diamond is a young teacher attending the Teacher Training College in Kingstown. Like the other former participants of the ESL workshop who are enroled in teacher training, she is unable to relate her OCOD experience to ongoing classroom practice, but she is able to reflect on the experience as it relates to her previous two years of teaching, to her personal perspectives, and to the teacher training program.

In a letter written in January, 1992, she offers the following point of view about the role of language in teaching:

> As a teacher, even though presently out of the classroom situation, I have developed a different concept about teaching. Through the ESL program I realized teaching depends upon language through listening, speaking, reading and writing as the foundation of communication between teachers and pupils. Hence as a teacher I now give more time in studying and developing my language skills.
>
> Generally speaking, St. Vincent has a low percentage pass in External English examinations. This I am convinced is owing to the problems pupils face in expressing their ideas fluently in Standard English, since they are more exposed to the creole dialect spoken in their home environment. Thus, should I have been in the classroom, I would have copied the art of oral expression and drills so as to develop confidence and accuracy in pupils approach to Standard English.
>
> The program has also broaden my knowledge of our language situation and how to better deal with learners of Standard English, by providing the necessary guidelines.

Concern with language development was the main reason why Diamond chose to take the ESL program. During our conversation in March, 1992, she says:

> For me, language was a problem because of our creole, the vernacular. We find that in writing composition or even in oral expression we have problems. We have problems with the Standard English so, as I heard the topic, I became interested in it. That's what motivated me to do the course.

She claims that the ESL program has helped her by providing "the basic foundation knowledge that you need to continue the language, especially in the methodology area." In spite of acquiring this basic foundation knowledge about language, however, Diamond is still very concerned about her own progress in the Teacher College course in English. In February, 1992, she wrote,

> Presently my training is progressing, having to do work daily with an aim in mind. Lately, however, I have not been achieving satisfactory grades in 'Use of English'. We are presently dealing with Summary Writing and I have not really found books with much practice. Failing in this subject area makes me very concern, since it is said to be the most difficult area to pass in the final exams. I am continuing to try my utmost best to achieve success.

After completing secondary school, Diamond went directly into teaching. She describes how one learns to teach during our interview in April, 1992:

> There can be several ways. You can either model teachers who have taught you before or from observation. After going to school the first week, you might be probably lucky to have the Head Teacher of that school assign you to a class for at least one week. In that time, you take, it's like an orientation period where you're being taught what to do, how to go about doing it. But in my case, I was not that fortunate. I had my experience actually come just entering the classroom and using my own experience from other teachers that had taught me, and moreso, being actively involved in other organization and groups. I had always been seen as a leader, especially in Crusaders, a church organization. I've been taking leadership roles, leadership courses, and that has helped me to be able to control, or take up the challenge of the teaching task. When I went to the classroom then I was not afraid to face a crowd or a body of students, and from day one, I actually started teaching. I know I had done a lot of mistakes, because learning the correct way after, one realized that my way, I realized that my way of teaching was actually

> incorrect. I did not use the correct methods, and mostly I depended on the lecture method which many children would have taken a longer time to learn.

After her first year of teaching, Diamond enroled in the ESL program. She believes that the workshop helped her. "Yes, I think very much so", she explains,

> Because I had never had the experience of being taught how to write lesson plans for example, and it was at OCOD program, at least it was my first year at OCOD, where I did the ESL program, and there I was taught how to go about teaching the English language, which is known as our second language in St. Vincent and the Grenadines, because we are more familiar with creole spoken, dialect in inverted commas, and having the format for lesson planning, know what, being taught what is an aim, what is a goal, what is an objective, one was able, I was able to be more specific in setting about my goal or task that I wanted my students to achieve at the end of the lessons. And demonstration lessons where we had to present lesson plans and teach them to the body of participants in the OCOD program, was very interesting. From that where we had a critically, analyzing the teaching done. I learned from that because when you see mistakes that you were likely to make and would correct them in future.

Also, she claims the ESL workshop changed her point of view about the acceptability of Dialect English. She says:

> It has also had its advantages again in that we are able, who did the ESL program, to appreciate the children's expression in the Creole language, and show them how they can feel comfortable expressing their thoughts, and model the corrections in Standard English for them, instead of ignoring the child's contribution.

Diamond feels that teacher training should precede classroom experience. In discussing her adjustment to teacher training, she identifies a problem she had, one recognized by her three peers at one of our interviews:

> The difficulty of accepting, of changing the pattern we have developed being untrained, before training, before becoming qualified. In that I mean, you're sent to the schools untrained and, coming to college you have to unlearn what you have been practising and do the correct things, which sort of poses a problem, because that would have been habitual or easily done, because you have been

> doing it over a period of time, and you have to come here now and change suddenly . . . We should be trained first before going to the classroom, and it would make teaching more, more easier.

Relying completely on your own experience, according to Diamond, has its shortcomings:

> Most of it is, ah, from what you have seen - a teacher doing, or even the way you were taught, and some of it, as has been said, they were not correct. So, when you get here now, you really see the mistakes that you were making out there, and you really have to learn all over again, to really teach, and then you link those up with different theories and so on, you know?

Diamond made a number of suggestions about how the OCOD program might be improved. First, she talks about the place of the workshop in teacher training:

> One is the recognition of the workshops. People sacrifice their time and go to workshops and you find the educational system, or I should say, the administration . . . they hardly pay attention to the courses you did. So, people are not motivated to really, I should say, to reinforce what they learn and carry out . . . pass on the knowledge as such. Only if you're really dedicated to the teaching profession then your interest would be . . . intrinsically motivated.

Since most of the participants in the ESL program were untrained teachers, Diamond feels that the course should have been kept as practical as possible. She says:

> Deal with more practical . . . the lesson planning . . . because you find difficulty in knowing the work, and getting how to do it, deciding how you going to teach it, how you're going to present it to the students so that they would be able to understand.

Some things, Diamond feels, may have been overlooked by the ESL tutors. For example, many of the untrained teachers were not proficient in Standard English language skills. One of her own reasons for taking the program was "just to learn to speak Standard (English) properly." Another factor not always considered by the tutors was the classroom environment where the participants teach, what Diamond calls:

> -our own classroom structure, or situation where we have a lot of children in crowded conditions, this classroom next to that one. You might not be able to get across what you really wanted to, because of all the other classes' disturbance.

Diamond feels that OCOD would serve the untrained teachers of St. Vincent well by providing them with an introductory program on teaching prior to their taking a teaching position. She also feels that there should be some sort of follow-up program. At the present time, only the most dedicated teachers might be convinced "to meet in groups, once a month or something like that, and try to discuss classroom problems." She feels there is little chance of effective follow-up without the "tangible support" of sponsoring organizations.

Profile 12 Kingstown

Kingstown was a very receptive participant at the ESL workshop as the following excerpts from her journal illustrate.

> Day 2. Mr. Hall sessions were great. First he gave us sentences with Vincentian creole versus Caribbean Standard (English). We discussed where children use creole and what it means in Standard. However, I learnt something new today although I did not make it known. During all my school days I was taught that a verb is an action word and I taught my children that too. I knew words such as is, are, has have are verbs, but I was not taught what kind of verbs they were so I never bother to ask. I learnt today what they are and I know too that verbs can be an action word or tell you the State.
>
> Day 4. The fourth day was very exciting. I learnt a lot, the gains I received will be with me until the end of time. I realized that although teaching can be a good job in order for it to (be) really successful a teacher has to be very tactful and skilful to motivate her children.
>
> Harold explained from his handouts why people read, stages of reading, strategies used in learning to read, and approaches to teaching read. During his explanation I realized then that in a classroom that the children are at different stages in reading. I must confess now that after what Harold told me I will be able to identify these stages.

> The man C.P. (This refers to the Vincentian co-tutor) taught a good lesson and as soon I get back to school hey, you can bet or be reassured that I am going to use that method of drilling in teaching my English. I acknowledge here and then that drillings motivate children a lot.
>
> Day 5. This morning one teacher from one of the groups taught a lesson and in the afternoon another teacher presented her work too. In my opinion the two lessons were very good. Although at the end of these lessons other teachers critised the two teachers what was good about it was the critism were constructive and not destructive. I learnt so much, the skills the other teachers displayed make teaching seemed so easy and fun. I am ceratin that what I learnt this week I will make them applicable to my teaching when I return to the classroom on the 19th of September, 1991.
>
> Day 6. I learnt also how to make substitution drills a way I never thought of although I saw it in English books before. I always write sentence when teaching this particular area on chalkboard. I made one substitution table today that I am taking back to my school with me. I must also note here that there are other teachers at my school who are untrained as I am and when I return I am going to share my information with them, especially the substitution drills with them.

Kingstown lives and teaches in a remote village surrounded by hills and valleys green with banana and coconut trees. Not surprisingly, the traditional occupation here is farming. In this setting, Kingstown wrote the following description of herself and her family.

> I am twenty-one, born on the 5th of January, 1970. I am the second of nine children. I am living with my parents. My father a farmer, he is also a manager of a Banana Shipping Plant. My dear mother is a housewife. They are dedicated christians. My eldest sister is a teacher too, another is a nurse, my eldest brother is a policemen. One of my sisters keeps the home because due to pregnancy she had to leave school before she finished. The others are still at school. I also have a sister living in Canada. My hobbies are reading, going to church, helping people, teaching and meeting new friends. To be honest, my friend I did not plan to stay in teaching forever but I change my plan. I am hoping to attend Teachers College next year if I live.

In another letter she examines her reasons for choosing to teach.

> When I was growing up one of my main goals was to be a qualified Nurse. All through high school I kept hoping that one day I will succeed. However, when I left school it turned out to be something different. I wrote three applications, one for nursing, teaching and the police force. I did this Harold because here in my country it is a youthful population and most of the time we have to accept the jobs that are available rather than those we want or desire. I was call for the three interviews but I was turn down at the nursing interview because I did not have a pass grade in Human and Social Biology. I got a D for it. So, I (had) two other choices. I choose teaching.
>
> I thought teaching was a headache job but I proved my assumption to be false because although teaching is rough, it is fun and challenges. I enjoy working with children. I love them so much. It feels so good to help others.
>
> Here in St. Vincent all the children don't have the same privileges there are some who come to school without working materials and food. Oh, Harold it is heartbreaking at times. We are suppose to send them home but I can't. I see it better to help where I can. Harold one thing I realised when I started teaching is that although my dear parents are not wealthy I am fortunate. I say this because I have so many opportunities and privileges and some children have none and it hurts at times.
>
> Let me tell you about my community. Most of the people in my village like my father are farmers. Where I am living it is very mountainous. We can easily tell when it is going to rain because on top of the mountain will become dark. Most of the children speak their first language. To be honest to speak the second language fluently here in my village some people will criticise you for trying to be superior.
>
> At present I am doing a business subject on evenings after school in the capital. My only problem at times is transportation.

Soon after returning to school in September, 1991, Kingstown wrote to me describing her teaching situation:

> Well, I am teaching at my village Primary School. It has three division, the infants, Juniors, and Seniors. At present I am teaching Infant 2. My class consists of

> thirty children. The age group range from 6 -7 years old with three exceptions who is much older because they are handicap mentally.
>
> Teaching here is a difficult job. Some of the skills I learnt at OCOD I have already proven them to be successful methods. I adopt your way reading stories to them. During the past two weeks I did not allow them to do much writing instead I try to develop their listening and speaking. I can recalled vividly at one sessions that you said the best way to correct a mistake in a child's book is to write it. Remember, when you gave the example of the child who was writing "your's truelly"? In class now whenever a child speaks the Vincentian creole I do not tell them to speak properly instead I say the correct way and they will repeat it. Harold, pictures really motivate children in classroom. I am planning to use the tape-recorder sometime in the future.

In a later letter she outlines the benefits that she believes she has acquired from the OCOD experience. She writes:

> I tried many different teaching strategies since I participated in the ESL. I use a lot of charts and viewcards as aids in teaching many of my lessons. Instead of writing words on the chalkboard and then after pupils spell them I erase them and then let them write them I do something else now. I write words on chalkboard missing out letters and let the children fill in the missing letter. Seriously I have proven this method to be successful.
>
> I have in fact become a better (teacher). I plan my lesson plans better which is very important, I have more patience, and Harold, if you recall I said at the beginning of the workshop that one of my goals was to speak English fluently after the workshop. At this time in point I can say that I attained that goal.
>
> I tried to copy some of the teaching styles used by some of the tutors and the volunteer teachers during the practice lessons. I patternise your reading styles and the USSR. I must admit that some of the things I learnt I cannot apply them to my teaching now because I am teaching an Infant class. When I used a lesson for USSR my children sometimes used their basal reader, picture books or simple books for children.
>
> I am not a fearful girl but still at times I used to get nervous around crowds especially with strangers but OCOD have given me such exposure that I no longer feel nervous.

When I visited Kingstown in March, 1992, I found that her village school had been destroyed by a mudslide during heavy rains several weeks previously. She was teaching in a building that appeared to have been a community hall. The building was much smaller than the one that had been destroyed, and consequently only half the children could attend at one time. Thus, the school was on a shift system, whereby half the children came in the morning for two weeks, then switched with the others to attend in the afternoon for two weeks. Because this alternative building was at considerable distance from the former school, many children and their teachers had to walk long distances to and from school each day.

Kingstown seemed to be making the best of the situation, however. She considered that she was lucky in that she had a corner room, and as result had two walls where she was able to put charts and pictures. She also shared her classroom with another teacher who taught a class of children of the same age, and thus was able to leave her displayed material in place from one day to the next. Figure 23 shows her classroom.

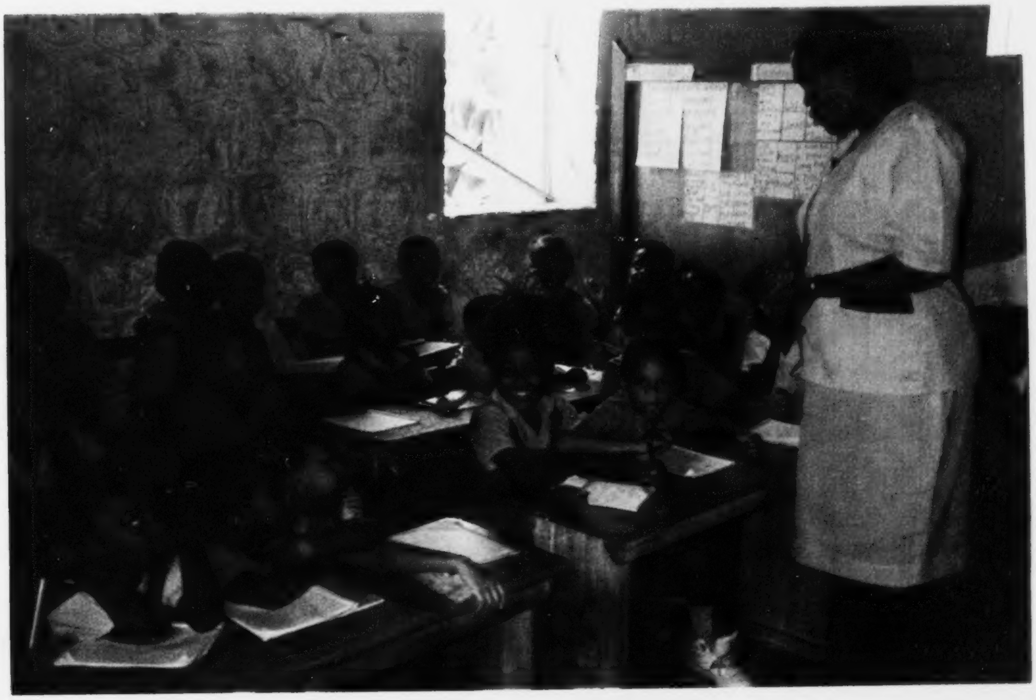


Figure 23. Kingstown's Corner Classroom.

She missed having the space outside to take the children for physical education or to find a quiet spot to share a story. She was still able, however, to use charts and substitution drills, and she claimed that her lesson planning was still improving. Lesson planning appears to be given rather high priority here according to Kingstown. She says that lesson plans have to be prepared for inspection by the school's Head Teacher or by any visiting staff member from the Ministry of Education.

Her training for teaching was really based on her own personal experiences. She says, "We bring what we've learned at school . . . How your teacher went about it." Although she is not at the moment teaching in the same building where she went to school herself, this is only because of a catastrophe which destroyed the school. Her own sister teaches in the same school and her own siblings are students here. In fact, one of her younger brothers is in the sister's class, and he resents having to stand and say "Good Morning, Miss" at the beginning of classes each day when he has already had breakfast with this sister, and walked to school with her!

Kingstown spent two weeks with a qualified teacher before she was assigned a class of her own. She knew how to behave as a teacher from watching others teaching. She knew for example, that teachers are expected to speak Standard English in school. This is an expectation held by both students and by their parents. She also knew the limits of acceptability in administering punishment for discipline because she is a product of the same community and school system. Nevertheless, she believes that the OCOD experience has taught her "new ways and means to teach the children and at the same time strive to motivate them."

Profile 13 Greiggs

Although Greiggs did not leave her journal with me, her letters describe her teaching situation quite clearly. Here are excerpts from two letters, the first one written on September 28, 1991, and the second one on December 31, 1991.

> Letter 1. My school reopened on the 9th September and I've been placed in the Junior 2 class. The Junior 2's are on the upper floor of the school building along with Junior 3's, 4's, and Seniors 1, 2, and 3. We do not have separate classrooms, the classes are just turned in different directions so that two different classes use each side of the chalkboard and there is an extremely narrow passage at the side and back of the classes. When moving around the class, a teacher has to move out of the way for others to pass. (Figure 24 shows the inside of

this school.) I teach thirty four pupils, 8 plus and 9 plus, at present. Last year I taught a Junior 1 class of forty one. The students are not extremely bright and personally I think they would have been more intelligent and able if we did not have to be so overcrowded and extremely noisy and uncomfortable and had had space to stick up charts and pictures. The parents too are mostly poor and many of the pupils come to school with only a few exercise books, no text book, no Art book, crayons, not even a second pencil or even a story or colouring book. Despite these setbacks we, the teachers really try our best with these pupils and quite a few of them gain places in secondary schools.

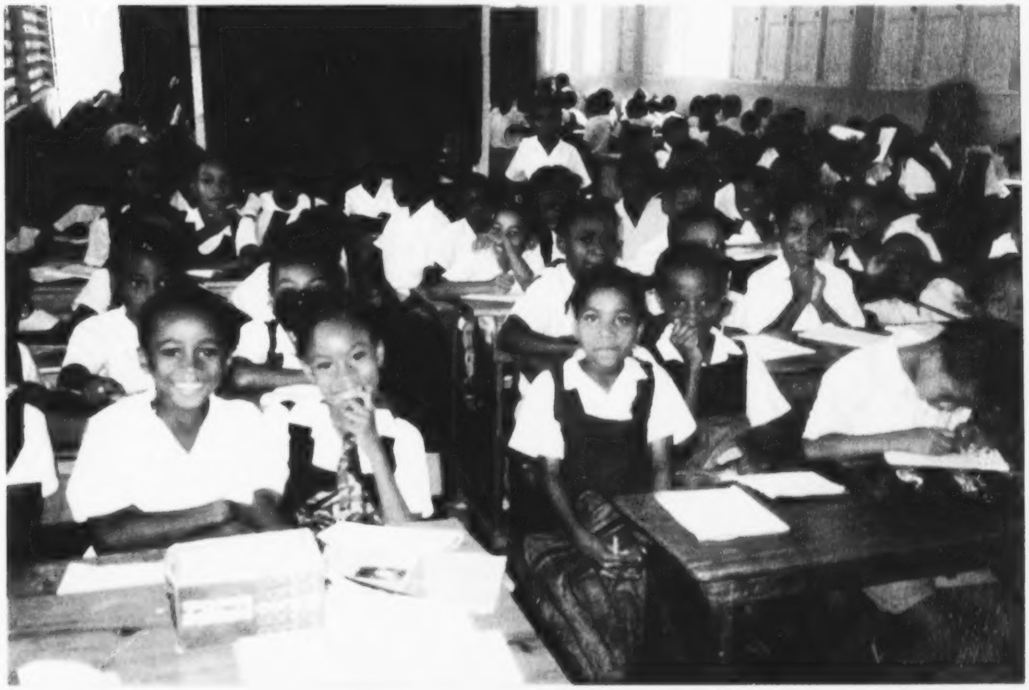


Figure 24. Inside Greigg's crowded school.

Letter 2. I have found substitution drills to be very useful to me and helpful and interesting to the children. The teachers do work very closely together and that does help. I allow the children to write on whatever paper they have and I teach them from whatever book is available as long as it is appropriate. The noise from

> surrounding classes and the sizes of the classes makes it extremely difficult for the teacher as well as the pupils but we all try and at times there is the satisfaction of seeing most of the pupils doing their written work well.

Although I had read Greiggs letters I was still shocked by the reality of her school. After introducing myself to the Head Teacher I was escorted to Greiggs' classroom. On the way, it was explained to me that Greiggs was a specialist Language Arts teacher because she had taken specialized training through OCOD!

As a specialist then, she was teaching Language Arts to four classes of Junior Two, eight and nine year olds, grouped according to their ability. Greiggs later explained that the decision to specialize was made because the teacher assigned to the lowest division in Junior Two could not handle the class. She had gone home crying every day so the staff decided to spread out the responsibility of managing this slow and poorly behaved class. The children are apparently not yet reading. Greiggs' classroom, as she had accurately described, turned out to be one vast hall, housing about 400 students.

From this point I shall quote directly from the notes I made while sitting in Greiggs'classroom.

> I can hear almost nothing that Greiggs is saying although she is standing not more than six feet from where I am sitting. The children appear to understand her, however, and they respond in group or sometimes hold up a hand when they know an answer, or at least attempt a response. The lesson is on singular - plural agreement of subject and verb in simple sentences like "Sam likes mangoes". This is a preparation for a test which will be given next week. Greiggs stops at one point to ask a question of another class, a Junior Four, just beside us. I did not hear the question or the response. I'm beginning to think that they must lip-read! Some children are grouped four to a bench made for two.
>
> Greiggs writes a sentence on the chalkboard and asks the children to read it aloud as a group. A straight oral drill would likely be impossible: they must rely on visual cues. The agreement or lack of agreement between subject and verb are discussed. Sometimes those students who agree with a correction stand while others sit. Greiggs reacts quickly to maintain order, collecting distractibles and putting them on the teacher's desk, much like Canadian teachers do. Obviously the belt is used liberally in the lower division class seated just behind us. Several times I observed the teacher from this class striking a student with a belt. One student

> in Greiggs class stands throughout the lesson. There is no seat for him. Greiggs mentions to me that the students are behaving well today, probably because I am here as a visitor.
>
> The second part of the Language Arts lesson begins. Greiggs writes a sentence on the chalkboard: She eat a lot of ice cream. The students are to copy this sentence into their exercise books and correct the error. Greiggs circulates among the students checking their work. When she appears satisfied that the first sentence has been completed, other sentences are written on the chalkboard: 2. The girl like to go to school, and 3. My friend eat a lot of mangoes. The correction process is repeated. The children finish at different times. Amid the cacophony, one girl, finishing quickly, sits quietly reading "The Story of Jesus". Finishing the last two sentences takes the rest of the period. At noon, there is a sudden drop in the noise level, then all the students together chant a prayer: "Be pre-sent at our ta-ble Lord . . ." etc. before being dismissed.

At noon, I bought some fried chicken, a small bread loaf, and a soft drink at a nearby Rum Shop, then returned to the small staff room at the school. Here I noticed a book where the teachers are to record the time they arrive and leave school, morning and afternoon. If a teacher is away ill I learn that other teachers supervise this teacher's classes, or sometimes one of the two administrators will take charge of the class. During the noon hour many children return to their homes, but some stay and play in and around the school. There is a small playground at the school where the children skip or play cricket with tennis balls.

I return to my notes to describe the afternoon experience.

> Greiggs is now with the dreaded fourth division Junior Two class. She comes with her chalk box which contains a few pieces of chalk but also serves to hold odd bits of string etc, that she confiscates from the children. She methodically writes the date and the subject on the chalkboard, then the lesson begins. The lesson is a modification of the ones taught to the other Junior Two classes in the morning. She tries to teach or re-teach the children about subject and verb agreements. The rules are memorized and repeated by rote, but when the children are asked to go to the chalkboard they seldom seem able to put the "s" in the correct place, e.g. The dog bark at me. One student put an "s" on the end of the word "me"!

> During this class I observe a teacher in a class beside us lunge at and strike a student first with a forehand slap to the head, followed by a backhand slap to the face. The student partly deflects the blows, especially the backhand swings. This happens not once, but twice within a period of 15 minutes, not more than 25 feet from where I am sitting. No one seems surprised by this action. I can only assume it is acceptable practice. Surely it was not staged for my observation?
>
> The class continues. "She plays everyday". This is written on the chalkboard. The children repeat it several times with exaggerated emphasis on the "s" of the word plays. As in the morning class, the second part of the lesson consists of copying and correcting sentences in the student exercise books. All the students have exercise books except one. Some of the pencils are only about an inch long.

Following the day's classes, Greiggs and I met for an interview. We talked for some time about the school itself. Greiggs had been a student here herself, and has now taught here for nine years. She said that the second floor of the building had been added fairly recently due to a large increase in the population. Part of this increase was due to the migration of people to this village from an area devastated by a volcanic eruption. There are 788 students now in the school and the number keeps growing every year. The staff and administration have apparently tried unsuccessfully to have the school divided into smaller areas. Greiggs says,

> At one time we, ah, somebody made the suggestion that we should buy some boards, and see if we can make our own partitions, but then we needed help to put up the columns, and then we needed funds to put the boards, and nothing was ever done about it.

Greiggs has faced a number of frustrations in trying to implement the strategies she learned at the ESL workshop. She says,

> We have charts to put up and there's no way to put them, and if you put them on the wall on the outside, people will punch them from outside. We have to take down every afternoon whatever we put up. If we leave them up the sweepers sometimes they bring in children and they destroy them. Sometimes, they have a function in the school over the weekend, and when we come back in on a Monday, there's nothing . . . The charts that I made in ESL, I just have to hold them up.

Greiggs has been able to modify some of the strategies she learned at the workshop. She explains:

> Well, with the substitution drills, I had some on little cards. What I did, I passed them out to the children, when I didn't have anything to stick up. I passed them out to them, for them to make sentences. and I do keep a small picture file at home.

The noise factor affects teaching in a number of ways. Using a tape recorder is perhaps impossible. She says,

> Even using a tape recorder, even in this senior section there's a (radio) program coming on, I think it's in Social Studies, and sometimes the teacher will try to get it across to the children, and they can't hear because the whole place is always full of noise. If I try to use a tape recorder in my class, it won't be effective because they won't hear. I don't take them outside because the playground is too small and dusty. (Figure 25 shows a part of this playground.)

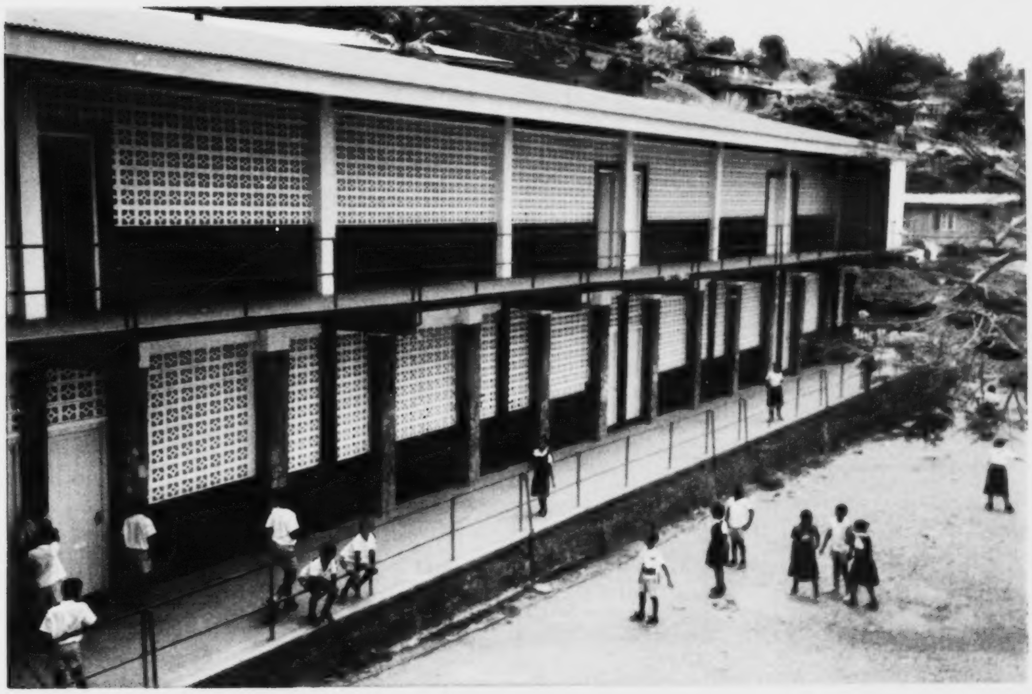


Figure 25. Greigg's school and part of the playground.

Sometimes the children don't understand what the teacher is saying because they are attempting to understand an unfamiliar dialect, Standard English, in a setting where distinguishing sounds must be very difficult. Greiggs states,

> You can't get to them because of the noise. Sometimes they don't really understand what we are saying, although it is still English. Their dialect, sometimes, you question them and they don't answer, not really because they don't know, it's because they don't, they didn't get that, because we speak to them in Standard English. So sometimes we do have to ask them over in the dialect, and they would answer.

Here is an account of Greiggs' attempt at implementing a silent reading program, one of the ideas she learned at the workshop.

> I tried, when I had Junior One downstairs last year, and downstairs is a little more quiet, so every afternoon, after lunch, I would try to do some silent reading, but since I came up to Junior Two, in the first weeks, I tried it, and it wouldn't work, because everybody was making noise, and then when I say, "Let us do some silent reading", they would find every other thing to do, and then the noise from all over, they would start doing something else and then, it didn't make any sense, so I would have to take them outside and then we would have to do oral, then actually I read instead of them doing it for themselves. So then, I just had to drop the silent reading.

Greiggs tells an interesting anecdote about the daily task of building bridges between Dialect English and Standard English.

> Yesterday, I give them a . . . there was a word in reading: 'bother', and I asked them what is "bother"? And they didn't answer, so I said, "Suppose somebody said, 'na bada me'." That's how they say it, and they said well the person mean not to humbug them, that's what they told me. So, I told them the same word that you're calling "bada" is the same word that you see on the blackboard "bother". It's just that you don't say it properly. So they didn't connect "bada" and "bother" because they used to saying "bada" and when I say "bother" they didn't really know it was the same word.

Part of the problem between the Dialect English and Standard English, Greiggs feels, is a matter of pronunciation practices. She explains,

> We don't pronounce "th". In the Standard English we do it, but in their language they don't pronounce the "th", and I find it difficult to get them to pronounce it. I will tell them to put their tongue between their teeth like we learned in the ESL, and they will say "ba" and say "da". They put their tongue between their teeth, take it back out, and still pronounce it as "d". Like three, I will say "Say three", and they will say "tree", and they don't make any sound. They just put their tongue between their teeth, remove it, and then say it the same way.

Greiggs' teacher training consisted of spending three or four weeks "teaching along side another teacher that was there before me." After this, she states, "I started getting accustomed, then after getting accustomed and reading, and the syllabus, and making notes of lessons, getting help to make them, then I began to understand exactly what to do." During her second year of teaching the Ministry sponsored an orientation program which she claims was helpful even though it was a year late. As far as applying for teacher training through the college, she says,

> I applied once and I didn't get in that time, and I didn't try after that. That was about three years ago. I really decided to wait until my little boy was older. I decided to try again this time. I'll try this year.

Profile 14 Lowman

Lowman teaches in a village primary school in the interior of St. Vincent. It is a conventional two-story school with classes in Infant, Junior, and Senior sections. Lowman teaches in the Junior section. She is untrained, but has been teaching for a number of years.

Lowman did not leave her journal with me, nor did she write any letters. Outside of our contact during the workshop, our only direct communication was a short interview in her school in March, 1992. At this interview Lowman said that she had especially enjoyed those sessions of the workshop dealing with the language situation in St. Vincent. She said that as a result of her participation in the program she had begun using more Standard English in the classroom. Previously she had taught using mostly Dialect English. She said that while she was forcing herself to make this switch she gained in self-confidence and as a result, she now feels quite comfortable in using Standard English in that setting.

One of the other teachers on this staff was also a participant at the ESL workshop. Lowman told me that when they were both asked to report on what they had learned at the workshop for a school staff meeting, she found the other teacher's account so different from her own, that she had difficulty in believing that they had both been at the same workshop.

Lowman said that she felt embarrassed at not having written.

Profile 15 Owia

Owia was one of the youngest teachers at the workshop. This is her second year of teaching. In the letter she wrote dated Oct. 23, 1991, she provides the following insight into her teaching situation.

> This school year was not as I expected. My class is Junior 2. It is made up of thirty four mischievious students. I have to speak almost every minute of the day. Some of the pupils are so far below average that it scares me. You see I will be held responsible for whatever they achieve at the end of the school year. To top it all off, we have a seating problem; there are four children sitting on one of the average size benches. Which may account for their intolerable behaviour.

She concludes her letter with a short reference to the ESL program: "To be honest Harold I haven't tried any of the ESL ideas as yet. I am too busy setting the pace in the subject areas especially reading. I find it very difficult to teach slow learners reading."

By the time I had the opportunity to visit Owia in her classroom, I found that she was teaching in another building, her former school having been destroyed during the heavy rains in November and December of 1991. She was teaching the same children that she had before, but because the new building was much smaller than the former school, the classes were put on a shift system. Under the shift system the school operates for four hours in the morning for half the children, and another four hours in the afternoon for the rest of the children. After two weeks the morning and afternoon classes are switched, so that everyone is treated equally. Owia comments, "It's easier to get here in the afternoon, but I like working in the morning, then having the evening for myself. I prefer the morning."

As far as teaching is concerned, she says that her children are improving in reading. Owia sticks closely to the syllabus and uses only the approved basal readers, although she states, "Sometimes the children bring their own story books or so, on Fridays." Her teaching strategies seem to be uncomplicated. She helps the children with "just the words they don't know", although she has tried at least one alternative method: "Sometimes with pair reading, the two of them read - one that is bright and one that is dull, and sometimes individual reading . . ." She confesses not to use either phonetic skills or prediction strategies. "Sometimes", she says, " I tell them to read a story, and then tell the class."

Her teaching strategies she says, were learned by "looking at other teachers." She did spend some time working with another teacher on staff before being assigned her own class, but she says she does not use anyone else as a model, not anyone she has worked with, nor anyone who had taught her when she was a student. She says, "I get along better when I teach on my own, I get along better on my own."

Owia claims that she did not learn any strategies at the ESL workshop that were useful to her, although she admits that the sessions on lesson planning were helpful. She enjoyed making new friends at the workshop, but they had no influence on her as far as teaching is concerned. Owia applied to get into the Teachers' College last year, but was turned down. She says that she will try again this year, but if she is turned down again, she will not try again. Nevertheless, she says that she does intend to stay teaching.

Owia is not really interested in any follow-up program if it involves corresponding with others. She says, "Well, I don't really like corresponding. I don't like writing."

Profile 16 Jumby

Jumby brought to the workshop an enthusiasm and a willingness to accept new ideas as the following quotation from her journal illustrates:

> It was a real thrill to be reunited with past friends and share in the joy of meeting new ones. Participants of the ESL course were once again assembled to continue Phase II of the ESL workshop and the success of today's activities give an insight of the promise of future success as we continue this workshop.

On Day 3, she writes, "I have learned to develop skills in generating the interest and attention of pupils in various age groups, especially in improving the listening skills." On

Day 4, she writes, "I gained a great deal of knowledge in helping pupils to read independently after certain drills." At the same time, she recognized that not all the ideas presented at the workshop will be equally applicable. In responding to a query about the application of the reading ideas presented in a workshop session, Jumby replies,

> I think some ideas would be more successful in our classroom setting than others because teachers might find it difficult to obtain certain things needed to implement some ideas. Some ideas will really be workable and I can foresee children participating actively.

Jumby enjoyed the demonstration lessons presented by workshop participants. She writes,

> Participants found them to be very relevant as it gives teachers an opportunity to be placed in an actual classroom setting and helps us to be able to present better lessons from what was done. Mr. Hall who is exposed to that particular activity gave us some very useful hints on the presentation of a good lesson. Various participants gave constructive criticism and we were all benefitted by the various inputs.

On the topic of writing, Jumby writes,

> It was stressed that teachers should make up subject matters within the child's level so that he/she will be able to cope successfully and not become discouraged due to lack of knowledge. Choose themes that motivates and attracts pupils interests - these were all useful hints.

Jumby seems to have been more receptive to those ideas which motivate and encourage learning rather than the strategies which were aimed more at basic teaching skills, such as chart making. Although she has not attended Teachers' College, Jumby has taken part in at least two other professional development activities, and she has 18 years of classroom experience. Consequently, it can be expected that she did not come to the workshop looking for a basic classroom survival kit. The first of her letters reveals how the workshop affected her personally and professionally. She writes:

> I have benefitted greatly from the ESL course and appreciate very much the time and effort you gave so unselfishly. It has helped me on a personal level and

> more so my teaching performance has been greatly enhanced.
>
> I am presently teaching in the Infant section, age group 6 - 7 years. I enjoy teaching that level because I'm very fond of kids.
>
> I have not been able to adopt many of the ideas learnt at the ESL program, however there are quite a few that are workable.
>
> I find that your story break before lessons and the exercise drills work wonderfully. It really put the kids in high gear. The ESL program has put a real teaching eagerness in me, I feel real good teaching a lesson and then observe the pupil's response and their eagerness to learn also. Some of the strategies that are too advanced for my age group I pass on to other teachers within that teaching level.

In this same letter she relates a rather unexpected result of her participation in the ESL program.

> I must let you know how your encouragement in reading has gone a long way in my daughter's progress. I passed on the books you gave away at the close of the workshop to her. She finds much pleasure in reading and it satisfies her quest for knowledge also. She then began to lend her friends the books she had read and also encourage them to use some of their spare time to read. She also collected books that were at home previously and now she has put them together and started a mini library at home. She has so many interested members now that she a problem supplying them with books. The children in my community has developed a great interest in reading and it is observed in their school's performance. Harold, thank you very much for that reading idea it is working marvellously and I'm happy to see how children who were poor readers are now improving greatly - reading is really a key to learning. Thanks again for that inspiration.

In a later letter, dated February, 1992, Jumby describes a dramatic change in the operation of her school, responds to questions about her reading program, and includes an update on her daughter's library project.

> My school has been put on a shift system at the commencement of this term. This was done to accommodate the growing school population which found themselves without classroom facilities after the destruction of the

> infant section of our school building due to previous weather condition.
>
> This program has affected the smooth running of the school's program. We all have to adjust to changes in life and make the best of every situation. I have to work much harder as there is less teaching time available in which to cover subjects. However, I'm getting accustomed to the change and the program is working smoothly. We shift morning and evening sessions every two weeks.
>
> In response to your questions on my reading and story success. The reading ability of my pupils are enhanced due to the encouragement they are receiving to make reading a daily part of their activities. They also enjoy the stories that they hear and this motivates them to seek for story books. They usually bring any story book within their possession and try to read or ask me to read to them. They have begun to improve their grammar and vocabulary because of this. I'm truly grateful to you for this reawakening in reading.
>
> My daughter's library is still on stream although she cannot keep up the steady demand for reading material. She is thirteen years old and is doing a fine job at that age. She's presently attending the Girl's High School in Kingstown and her work load at school sometimes limit her library time. She really do enjoy reading and this is improving her performance at school greatly.

I took a local van to Jumby's village on March 20, 1992. In my notes written that day, this is how I described the school and its surroundings:

> The room is spacious for the 32 children, with shuttered windows on both sides, the usual chalk board in front made from boards, and a blank wall to the rear. The furniture consists of double desks and benches, a small teacher's desk and chair, and a cupboard. There is one poster 9" X 12" on the rear wall. It shows a drawing of a broom with the word "broom" printed below.
>
> From the sea side there is a constant breeze through the classroom. On the inland side, the window looks out onto a dry dirt playground, a post office, the highway, and beyond that an obelisk-like hill crowned by a coconut tree. The children are not in uniform but wear an odd assortment of dress, some with shoes, some without. One little boy wears a Montreal Expos T-shirt because he has an uncle who lives in Canada. The clothing worn by the children here is noticeably used and sometimes not too

clean. There are 204 boys and 246 girls, for a total of 450 children in the school.

Jumby showed me where the river that flows by the school had undercut the foundation of the original school building leading to its destruction, and the primary school abandoned a few months previously due to damage from the sea and heavy rainfall in November and December of 1991. This school is still standing on the beach but is not used. Figure 26 shows children playing on their playground outside of Jumby's classroom.

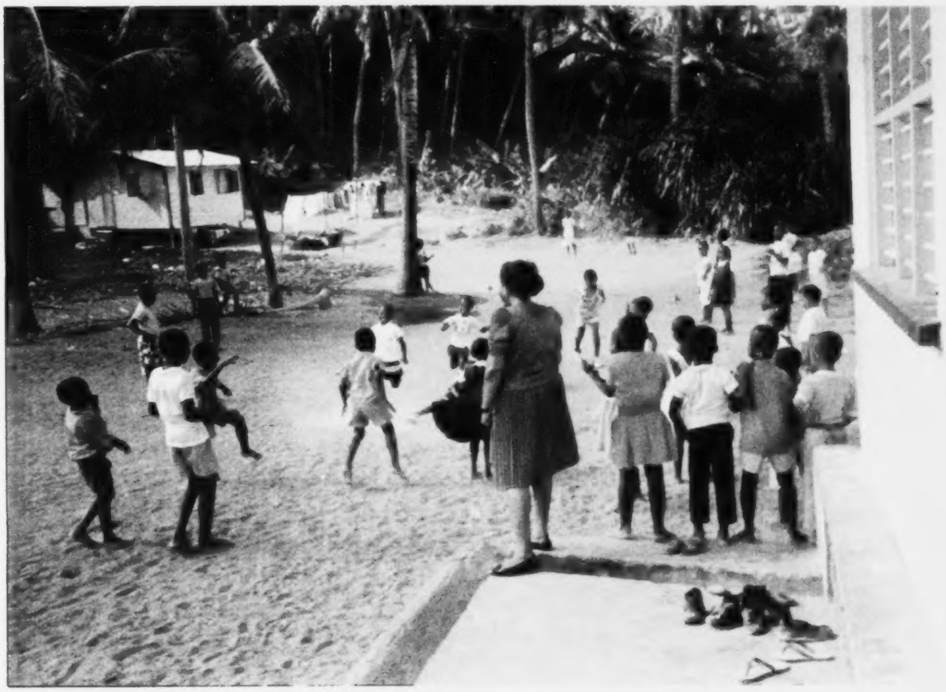


Figure 26. Playground Activity Outside Jumby's Classroom.

Jumby teaches an Infant Two class consisting of six and seven year old children. The first lesson that I observed was in Mathematics. Jumby wrote problems on the chalkboard and asked the children to copy them down and solve them, e.g. Patrick has 25 pencils, McGregor has 27 pencils, They have .... pencils in all. The names she used were those of pupils in the room, Most of the children wrote down the problem and had it solved in about five minutes. The problem was then discussed and solved in a group, with chorus answers. Then the process was repeated until the period ended.

The second class was in Grammar. Again the teacher used a real student's name in the exercise. Here is short passage taken directly from the tape recorded transcript.

> Teacher: What that would say, what do we call the naming word?
>
> Students: Words.
>
> Teacher: Naming words, I said.
>
> Students: Nouns.
>
> Teacher: Right. The naming words are called . . .
>
> Students: Nouns.
>
> Teacher: Nouns. Nouns are the names of . . .
>
> Students: (together, as in a chant) People, places, animals, things, (and several other suggestions).
>
> Teacher: Let's say them again: The names of . . .
>
> Students: People, places, animals, and things.
>
> Teacher: Right. All those things are called . . .
>
> Students: (together) Nouns.
>
> Teacher: So you are going to put a line under the nouns when I write down the sentences. (writes on chalkboard). Look up here now. I'm going to read the sentence: Shanina is happy today. Let's read it . . .
>
> Students: (together) Shanina is happy today.
>
> Teacher: Why do you think Shanina is happy today?
>
> Students: (several respond) Her birthday.
>
> Teacher: Right. She's extra happy today because today's her birthday. Now you're going to put a line under the noun there. One word only for the noun. So you look for it, and put a line under it. Shanina is happy today. (Pause)
>
> Teacher: (to student) Sit down, that doesn't need to be sharpened again. (Pause)
>
> Teacher: (to class) Underline. You finished that one?
>
> Students: Yes, Miss.
>
> Teacher: OK. I'll write another one.
>
> Students: (several comments, for example: Miss, I put a line under happy.)
>
> Students: (read new sentence together) I went to Georgetown yesterday.
>
> Teacher: Right. Look for the naming word there, and put a line under it. Put the line, now. (Pause) Patrick, get in your seat!

Jumby told me that her class is the more advanced of the two classes in this age group. She explains the school's practice in grouping in this way:

> Well, at the beginning of the term, the children are usually grouped. Like the small ones, and then those whose abilities are a little more advanced, the Head Teacher said they used to name the classes like A and B, and B would represent the slow ones, but they seemed to develop some inferiority complex over that, so she decided that she isn't calling any class A or B because those in the A are always saying they're the intelligent ones, and those in B, they called the Dunce class. So, they don't have any A or B, but then in both classes you'll find that the ability will vary because in this section it has the majority who does well, right? And the other Infant Two had some of the slow ones, but then, in here, in this class too, there are some very slow ones, who would have worked better with a group with their own ability. But then, some are . . . the ability varies, because there are some who are repeating now for more than one term. They just . . . their handwriting . . . they can't even write properly, and the level of intelligence is not there.

When the school building became unsafe to use after the first term of this school year, a decision had to be made to accommodate the children's education for the second term. This is how Jumby describes that decision making process:

> Well, they had a meeting, officials from the Ministry of Education came up and met the parents and teachers during the vacation, and they, looking at the matter . . . there's no available building that could be used for a school, and even though they are to do something about it, its either one of two solutions: either relocate the school. or add on - make an addition. Well, they can't find any available land at the moment to relocate the school and if they are to do an addition, it would take some time too, and the children need to be attended to at the moment. So the only solution that they, well when they had the education Minister was here, and some other officials, they talked it over with the parents and so on, and the majority of them decided that that was the only workable means at the moment. So they finally decided to use the shift system. A couple of the other schools on the island are doing the same thing. Some schools, during the rains were destroyed completely.

Jumby describes what it's like teaching in the shift system:

> So, now that I'm on evenings for this week and the whole of next week, and on the following week I'll be on the morning shift because you know, it might be unfair to share one set of children always coming in the evening, and another set always coming in the morning because sometimes there's an advantage and a disadvantage. Sometimes when the day is very hot, and you come in the evening, and after the children have been at home for the whole morning come tired, come sleepy, you know, that working mood is not really there. In the morning, you get better response. They come all fresh and they work right through, until 12:00 and then they go. But when they sit home for the morning period, and they come after, sometimes it doesn't work too well, Some of them get sleepy and so on there. They have to leave home say 11:00 or 11:30 and they have to eat earlier than normal now. They would have had their lunch at 12:00 on the normal schedule, but now that the shift in on, they have to have to have their lunch say . . . if the child who travels from Chester Cottage which is a little distance from the school here, they have to have their lunch at 11:00 to get them here on time. So, you know, and by the time they finish eating that time, and have to stay until 4:00 o'clock, you know . . . sometimes they get hungry and restless, and so on.

As for losing an hour's instructional time by using the shift system, Jumby feels that the children's education has not been sacrificed. She claims that because the school day is shorter, her teaching is more intense. She explains,

> Well, normally when you have to work from 9:00 to 3:00 you know, sometimes you might find yourself taking a little break, not going at the pace, really . . . . Secondly, some time which is lost in class can be made up by providing the children with homework.

Being a poor area of the country, the government hopes to begin a special noon hour lunch program for the children. This will be in addition to the milk program which is quite common among the primary schools. Jumby feels that this feeding program will be a great benefit to the children.

Jumby was raised in this village and went to school here. After passing the Common Entrance Examination, she went on to secondary school where she got three "O" levels and went directly into teaching . She explains:

> At that time, you didn't even have to have, probably one "O" levels would have got you into teaching at that time. Some cases . . . none . . . because some people came into . . . dropped out in secondary school, and were appointed as teachers. But things have changed now, a lot of students are coming out from the secondary schools with quite a lot of "O" levels, six, seven. So they can't really have that (low) standard in the education system right now.

Jumby herself now has five "O" levels. She took an OCOD program in Infant Methods when she first began teaching, and for awhile was part of a Pilot School Project sponsored by the University of West Indies.

Jumby chose to take the ESL program because of her interest in the English language. She explains:

> Somehow English used to be, is one of my favourite subjects, from school days right through. I always liked languages. I wasn't very good at Maths. Why? probably the trend at that time. You had this idea that boys did Maths well (laughs) and girls didn't do Maths. I used to get a lot of licks because of Maths, and I was afraid of his . . . By the time the first strap . . . my hand used to turn red with the first lash, so you see, there were a lot of licks with tables and things. So it kind of gave me this negative feeling towards Maths (laughs). . . But now that I've grown and is far more experienced, I regret . . . I should have paid more attention to Maths, but I didn't see it that way at the time. But then, I never used to have any problems, rarely in Language Arts and the other subject areas, so I developed a likeness for those subjects. When I was in secondary school I used to like English, could write nice essays and so on . . . and was usually commended for it, so you know, when these circulars came out with the OCOD workshops, and I looked at the different areas to be done . . . So when I saw English as a Second Language, I said well, you always know English as a language, . . . I wanted to know what that was all about (laughs), so I decided to go on and attend the OCOD workshop.

Although she admits that she was shy at the beginning of the workshop she quickly adjusted to the routine: "Most of the teachers involved were teachers I wasn't familiar with, so after you get that, you know, first shyness and so on over, then I enjoyed it." She especially enjoyed the practice teaching sessions where participants presented prepared lessons, and the story telling sessions which she found motivational. Quite a few of the ideas presented at the workshop, she felt, were more appropriate for teachers of older pupils. She found the workshop beneficial from the point of view of personal improvement because it was a unique opportunity to converse for an extended period of time in Standard English with good role models. She feels that the workshop could be improved by extending it in time to allow for more individualization in learning.

At one point during my visit to Jumby's classroom I became actively involved when I was asked to tell the children a story. I told them the story about a Vincentian woodcarver who, not satisfied in his present state, alternately became the sun, a cloud, and a tree, before reverting to his original state. After the story was finished the children all drew pictures for me. Examples of their art work can be found in Appendix K.

Profile 17 Richmond

Richmond is in her second year of teaching. She had applied to go to Teachers' College, was granted an interview, "But I only taught for one year then", she explained,

> and the lady interviewing me told me that they don't normally take teachers with only one year's experience, but she told me this year, I can reapply, and I would get in. So, I'm hoping to reapply this year.

In the meantime she has signed up for another OCOD program for the summer of 1992 dealing with children who have special needs in the classroom. She claims she really needs some help in this area because many of the children in her class are slow learners. Figure 27 shows Richmond's classroom.

Richmond teaches in a crowded urban primary school. There are actually two classes, each having about 30 children aged eight or nine in one classroom about 30 feet by 35 feet. A portable chalkboard divides the two classes. The students sit two or three to a bench. They sit so close together that circulation between them is very difficult. The walls of the classroom are dirty, and the floor is of rough wood. There are shuttered windows on one side of the classroom that look out on the main road leading to downtown Kingstown. The noise of the traffic, both vehicular and pedestrian is incessant.

The girls in this school wear white blouses and burgundy coloured jumpers, as shown in Figure 28. These dresses are generally home made, and are often passed down from one to another among families and friends. The boys wear white or grey shirts with khaki coloured short pants. A belt is kept handy on the teacher's desk, and it is used frequently to maintain order. Vandalism to the school is common and this room has been broken into twice during the present school year. Any visual aids left on the walls have been destroyed by vandals. Richmond says, "It's heartbreaking when you take your time, and you spend so much time and effort making charts and then somebody just come in and tear them down."

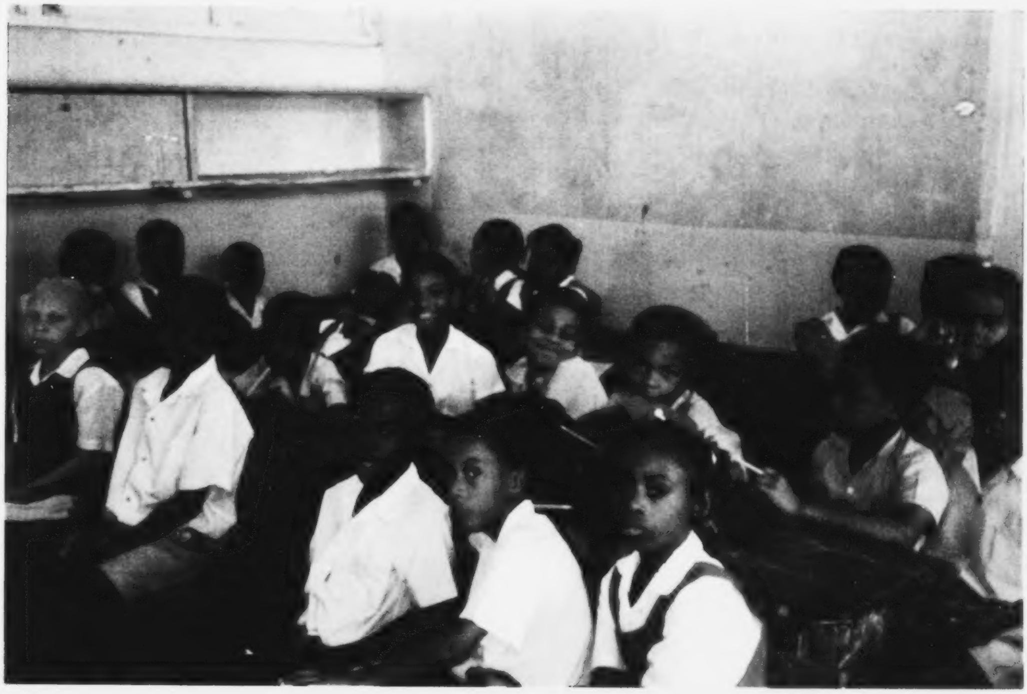


Figure 27. Richmond's Crowded Classroom.

Language Arts is subdivided into a number of separate subjects: Spelling, Grammar, Writing, Creative Writing, Reading Comprehension, and Intelligence (common knowledge). The children are asked to supply their own textbooks, but in this classroom it appeared as though only about half of them had the basal reader.

Richmond's teaching methods are basically those she learned while working with another teacher in this school for about a month before being assigned her own class. She explains how she teaches Reading:

> Well, for the first lesson, what we do it like we look at the pictures. We talk about the pictures in the first lesson. While you're talking about the pictures, I would write up the words on the board so that they would get familiar with the words that they are not familiar with, then I ask them to call the words. After we finish looking at the pictures, we discuss the story and then I would teach them the words, the difficult words, then after that, . . . that would be the first lesson, right? Then, the other lessons we would go into the actual reading of the topic. And then I'll sit in front of the class, let them read, and words that they cannot call, I will call them for them. Then they would read. Other times, we would do individual reading, like what we did today. They take turns, or they would read in groups.

Figure 28. Happy Girls Dressed in Their School Colours.

For classes in writing, Richmond explains her procedure in this way:

> What I do, when writing, is that . . . I rule up my board, small lines. I ask them to 'head up', take out their small lines, head their names, and then what I would do is write a sentence on the board showing them how . . . I ask them to pay attention, sit up, then I write on the board where they have to make sure that their letters touch the top and bottom line, and all the capital letters would go over the top line, and after, they would copy it in their books, look at the words on the board, and copy them in their small lines.

Here is how Richmond explains her approach to teaching Creative Writing:

> What I ask them to do is to make sentences about their self, myself, my school, or my family, my friend, my best friend, or what I would do if I doesn't do that, I would put a picture on the board, and ask them to look at the pictures, make sentences from the picture and so forth. Or, we would have a oral discussion about the picture where the students make their own sentences, and so forth.

Richmond feels that the most difficult subject for her to teach when she began teaching was reading. In a letter she wrote in January, 1992, she wrote,

> In my class, the greatest problem is reading. I have a remedial class and the highest percentage of my children cannot read. I usually ask the few who can read to assist those that cannot. Another thing I called on them to read individually. I want my children to learn to read desperately, if they can read they would be able to master the other subject areas. If you have any ideas let me know about them.

She admits that she just didn't know how to go about teaching reading. She says that the ESL workshop helped her a lot in learning how to teach reading. In her journal she makes particular mention of drill exercises, "Drilling is an aspect of teaching that I like very much." She also feels that a number of other strategies presented at the workshop have been helpful to her in teaching reading more effectively, for example - predicting strategies, independent reading, using cloze sentences, reading stories to the children, and using pictures.

Speaking properly also seems to be a priority with Richmond. In her journal, Richmond makes special note of the session dealing with the differences between Dialect English and Standard English:

> This was very inspirating and educational and we learn as teachers we are not to flog out the creole dialect out of the child but help the child gradually to develop a proper way of speaking and this need a lot of drilling.

She returns to this theme later in her journal when she writes, "Local children have difficulty in speaking accurately, therefore we as teachers have to be drilling the more acceptable way of speaking into the child."

Richmond says that another topic in the workshop that she found useful to her teaching was lesson planning: "How to go about planning a lesson. What is our objective, what we want the children to achieve and so forth." She feels that this is an important skill to learn because as an untrained teacher she must hand in at least one lesson plan per week to the Head Teacher.

The Head Teacher must also see and approve all the tests that Richmond prepares for her students. On one of the days I spent in Richmond's class, she had handed in to the Head Teacher a mathematics test that she hoped to give to her students that morning. She waited the entire day for the test to be returned but it never arrived. This left Richmond in the unenviable and unprepared position of having to improvise instructional activities for her lively class for most of the day, and to make matters worse, it was the same day that she had agreed on having me as a visitor.

Richmond is humble about her accomplishments as a teacher. She says in a letter, "I have not accomplish that much with my class, where I can say I have done well." Nevertheless, she is eager to learn and intends to proceed to further training as a teacher.

Profile 18 Commantawana

As an introduction into the teaching world of Commantawana, a letter she wrote to me in September, 1991 provides some revealing description. Here is the main text of her letter.

> Greetings from the northern part of St. Vincent. This is Commantawana replying to your mail. I am glad for this opportunity to be sharing some of my teaching experiences with (you). Firstly the school I teach at is situated four miles from my village in another village called Wiao (not the real name). Thus the school is named Wiao Primary. School reopened on September 9th, for me a

> similar trend continued from last term and other previous terms - that is I had to walk to school eight miles every day and back. It was a quite a tiresome journey however I try to cope. However during the second (week) of school a miracle happened, two teachers, a family, from Gravel Gorge Government School (again, not the real name) were transferred to my school. Fortunately, they own a four-wheel pickup jeep and at present I am travelling with them to school.
>
> Secondly, I am trying to cope with a class of 39, thirty-nine, with twenty six boys and thirteen girls. Pupils between the age range seven - eight years. I am facing a lot of problems with so many children. About ten of them, I can say need some special teaching, they have problems seeing on chalkboard and in writing in their books. Some of them also failed their last exams and were still promoted to Junior One by the Head Teacher. Some of them because of their ages. About three of them cannot count or distinguish letters A from B or C. The past week I have been trying to help them starting from the lowest stages in counting starting from zero and phonics in teaching the alphabet. One minute they remember what it is, the other minute they have forgotten. All this is creating problems for me. My class timetable is stipulated for eight subjects per day, when I use other class session in helping these slower pupils I cannot complete the eight subjects a day. I would do less. I told my problem to my other fellow teachers, they told me not to waste time with those less fortunate children. Even the Head Teacher knows about my class problems.
>
> Thirdly some of these pupils do not attend school regularly. However, Harold I am trying to manage the best I can. I am trying hard to use the different skills I have learned at OCOD.

What are these different skills that Commantawana learned at the OCOD workshop? In her journal she makes particular note of three sessions: those dealing with lesson planning, reading strategies, and various kinds of language drills. About lesson planning she writes:

> I was very grateful for the review that was done by Harold on methods of teaching ESL when we are planning our lessons. I particularly liked the way he likened the lesson plan to a simple letter and elaborated on the various parts. I think I have gain better skills in writing objectives for my ESL and my other subject areas thanks to Mr. C.P. Hall.

About reading strategies she writes,

> I can truly say I learned something new concerning (i) stages of reading, (ii) strategies used in learning to read, (iii) approaches to teaching reading. I learned about the Language Experience Approach and I hoping to try them at different times in the classroom.

Finally, concerning the various kinds of language drills she writes,

> This session was really well spent. I learned that 1) drills can form part of the lesson planning, 2) drills can be done in different ways for each pupil to participate. I'm glad that we had time to complete my chart. I believe they would be effective in teaching ESL.

At the end of a workshop session in which several second language approaches were explained, Commantawana made the following comment in her journal: "I'm hoping to use the eclectic approach." From our interview on March 26, 1992, it appears that she has carried out this intention. Not that she has randomly selected ideas from the menu presented at the workshop. To the contrary, she made it quite clear that she was trying to develop her own "pattern" or "style" of teaching, one that would suit her personality and also be effective with the children. She gave the following examples of the kinds of things she was trying in her classroom. She has attempted to encourage learning in her classroom by grouping her children into teams that can earn points through cooperating and competing. She tried to keep booklets showing samples of the children's writing but discovered that she couldn't maintain the system with so many children. She has begun telling stories to her students "as strategies to get them to listen." She has her students writing stories and poems of their own which they proudly read to me during my visit. She posts samples of the students' work on the classroom wall. She says that the children are very pleased to see their work displayed like this. This was the only classroom where I saw this being done during my visit to St. Vincent. Figure 29 is a view of Commantawana's classroom.

In reading, she alternates between using the basal reader and using stories which she has selected, or using stories the students have created through the Language Experience Approach. Creating their own stories and poems seems to be catching on with at least some of her students. She told me the following anecdote about one particularly mischievous student:

> So, since I get him, and I don't know if he used to write that much or if he want to write, but then, he's writing now. He do well in some, but just this morning he was doing Maths, then I told them to write poems like those they read to you, and he was doing Maths, and then he made up his own Math problem, and doing it in Maths! And a lot of them have now started doing that.

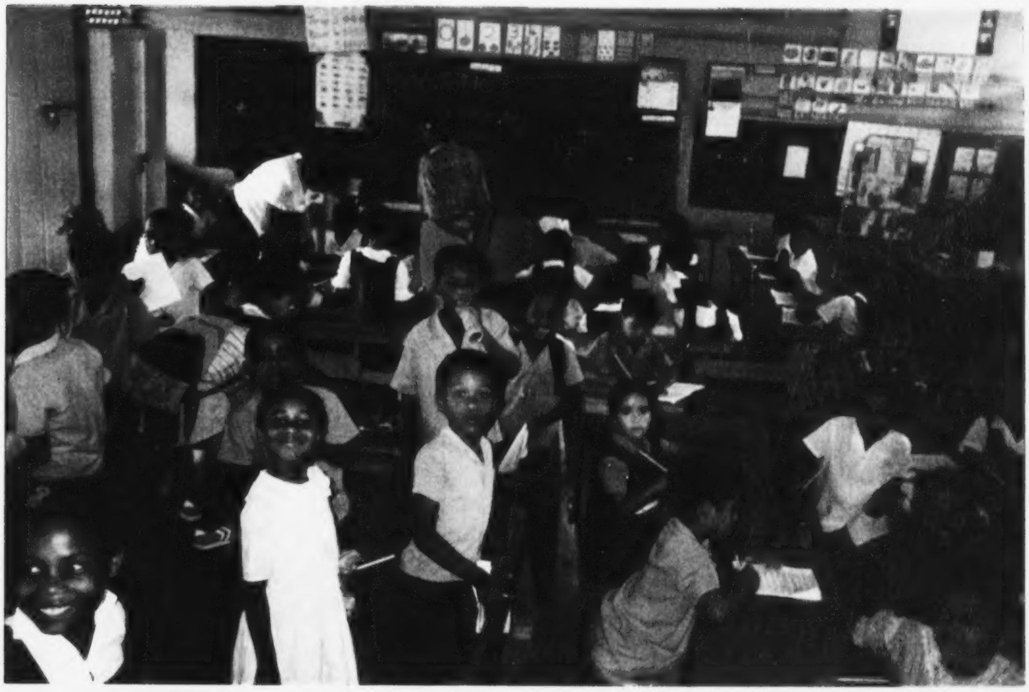


Figure 29. Commantawana's Shared Classroom.

Commantawana says that the OCOD experience benefitted her a lot. She says, "I developed a way of interacting with the class, and take different strategies where they learn, and then for myself, I can develop different strategies to help them to learn."

In her journal she anticipated that her lesson planning might improve due to the instruction and practice she had at the workshop. This seems to have occurred. She explains.

> With my lesson planning, it helped me a lot . . . because the deputy Head Teacher, she always stressed that we make our lesson plans. The deputy Head Teacher was telling me that when she went to college, we have to make a lot of lesson plans. And she saw people when she went to college who couldn't even start a lesson plan, and just sat down and cried. She was saying that she thinks I'm doing well. So I think that it's because of OCOD that I learned different . . . it helped me to plan my lessons.

Commantawana recognizes that teaching in this part of St. Vincent has its disadvantages. There is often a lack of basic supplies. There is no duplicating facility, no electricity. The battery-operated radio that they have cannot generate enough volume to be heard clearly in the classrooms, and the children seldom have the opportunity to be exposed to Standard English.

Because the children are so immersed in Dialect English, Commantawana sometimes has to use this language to be sure the children understand what she is saying. Occasionally she will use both languages in an exercise, for example, she will ask questions in Dialect English and require the students to respond in Standard English. She also attempts to motivate the children to learn Standard English, or as the children say, "to speak style." Commantawana gives this illustration:

> I normally tell them if they're going into Kingstown, and want to speak to a stranger, well, I tell them, when they're at home with their friends, they can talk that language but when they go out and want to find out something, and if they talk that dialect, it is not bad language, but when they're talking, for example, to a stranger, I tell them to talk nice. So, then they try to talk the Standard English.

She showed me how the use of Dialect English also shows up in the students' writing. Not surprisingly, they tend to write the way they talk. A quick glance at papers the students were working on that morning showed that many of them had written the word years as "y e s", phonetically close to the way they pronounce the word in Dialect English.

Another problem Commantawana has to deal with is a large noisy room. She shares a large classroom with three other teachers and their classes. Fortunately there is space available outside the classroom if the need arises for quieter surroundings, and I even observed one of the other teachers using a large, vacant, and quiet room above the nearby police station. When I first arrived for my visit, Commantawana immediately brought her children outside, each carrying a table or bench. They recited a poem, "Vinci Flavours", based on the poem Alligator Pie by Dennis Lee which had been adapted for Vincentian children by the workshop participants. Then they recited several poems they had written themselves. Following this performance, I was asked to share one of my own stories with the children, which I did happily. Working outside, we had no problem hearing each other. Figure 30 shows the view taken from this location.

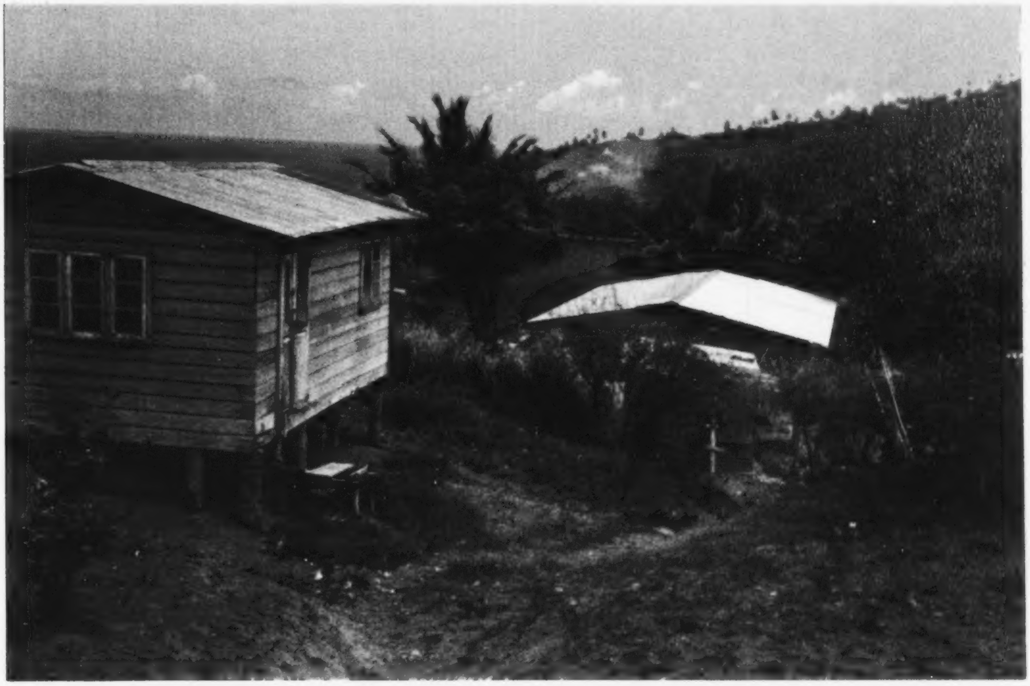


Figure 30. View from Commantawana's classroom door.

Although Commantawana has energetically pursued alternative methods to improve her teaching, she still recognizes that the school administration and the community she serves will judge her and the other teachers on staff on how well they prepare the students for the Common Entrance Examination which is written by the Junior Fives. For this reason, the examination in Language Arts which she prepared, typed, and had duplicated at another school, resembles closely the form of the Common Entrance Examination. I have included a copy of the examination prepared by Commantawana for the term ending in April, 1992 as Appendix L.

Profile 19 Atlantic

Atlantic is a trained teacher having attended Teachers' College two years ago. I believe this is the reason why her journal entries are different from many of the other participants. For example, there is scarcely a mention of topics like lesson planning and perspectives on Dialect English and Standard English, topics which seemed to be important for many of the untrained teachers. One of the topics she did take note of was cooperative learning. She writes, "I have promised myself to use some of the methods of the cooperative learning activities in my class." Another entry reveals a commitment to activities in listening: "If a child has to master English he has to be a good listener to be able to communicate properly." She found the activity on book making to be very interesting and feels that, "the children would be delighted to be involved in such an activity." She was the most prolific participant at the workshop in making visual aids. She says, "I'm at my best when I'm writing and making aids to use in my classroom."

Atlantic also observed that the field trip taken during the workshop served not only as a model of how to select a site, make tour arrangements and provide follow-up activities, but it also gave the participants personal experience which will make them more resourceful teachers. She felt that the demonstration lessons were very interesting but made the following note: "I am disappointed the untrained teachers are not taking on the challenge of teaching (that is - teaching the demonstration lessons)." It is quite true that although the planning for the demonstration lessons was done by groups, in every case the actual lessons were presented by the trained teachers in the class.

I received only one letter from Atlantic, dated September 18, 1991. In it she describes her class, her challenges, and some recent developments in her school. Here are some passages from that letter.

> I have a Junior 3 class age 8,9,10 and I have 27 student. There are 11 boys and 16 girls. I think my class last year was prepare more for a higher class, after a week and a half I have to be doing the basic skills with some of these children. I'm doing individual work hoping that they would pick up. Next Friday I have to attend a workshop organized by the Ministry of Education. This is for a test that Juniors 1 and 3 will be doing. This test is written by the Ministry. They want to find out the level of the children in those classes. This is a test for all the schools in St. Vincent and the Grenadines.

> Three teachers from my school has gone to Teachers College and they have been replaced by three teachers that has just completed these two years at College.
>
> My school has now completed a new hard court for sports so we're hoping to organize netball, basketball, and other sports between the senior sections of my school. We have the children divided in 4 houses, red, blue, yellow, and green, and each house is named after a pass Head Teacher. I'm in red house which is Maxwell House. We won the sports championship last term.
>
> I'm going to teach my class "Vinci Flavours" this afternoon for poetry, and I have already displayed some pictures from my picture file in my class.

Atlantic was born and raised not far from where she teaches. She knows many of the families here intimately. She began teaching in another school nearby after graduating from secondary school. Because the school was short of staff, she was placed immediately in charge of a class, rather than spending some time with a qualified teacher, which is the usual custom. Initially she admits she was confused because she had grown used to the routine of the secondary school. She learned mainly by watching other teachers in the school, and by asking them questions. She found the other teachers very cooperative, and she admits that she was never one to be shy about asking questions. She also went back to the teachers who had taught her in Primary school and got helpful suggestions from them.

During our interview she explained that she has taught for two years now since attending Teachers' College. She is very enthusiastic about the contribution of the ESL course to her professional development. She copied down many ideas and "could hardly wait" to get back to school to try them out. She claims to be innovative and unafraid to try out new ideas. She also shares her ideas with others at staff meetings, e.g. story-bank, and several staff members now ask her for ideas which she has retained in her ESL notes. She claims that her whole school now participates in daily uninterrupted, silent, sustained reading (USSR) - an idea taken from the ESL workshop. She combines reading and writing ideas often. She regularly uses substitution drills to correct pronunciation. She uses a picture file, which is also shared by other teachers. She refers to the notes on questioning techniques when she sets tests. She appears to take a very personal interest in her children, acting she says, "as nurse and mother." When school begins she says that she holds a kind of counselling session with the children to build rapport and to help her clearly understand them and their home backgrounds.

As to the content of the ESL program, she felt that the grammar lessons of the first session would be most appropriate for teachers who teach older children, e.g. Junior Fives. She was not too interested in the historical aspects of the language on St. Vincent, as she had taken this in Teachers' College, and for her held little practical value. What she really valued were the practical ideas that could be utilized immediately in the classroom. She felt that this was the most important element of the ESL workshop, and should if anything be strengthened.

Atlantic also has the students in her class correspond with students from classes in two different provinces of Canada, and she claims this exchange benefits her students in writing, reading, and general knowledge, and it also exposes her to ideas that are used in Canadian classrooms.

Atlantic's classroom was larger than many I have seen, about 30 feet square. The benches and double desks were arranged in a V-shape with a number running up the middle. It had the appearance of a Canadian classroom. There were visual aids, both teacher-made and student-made on all four walls, including some good representations of insects and animals. There was a long narrow chalkboard at the back of the room covered in notes, and a chalkboard, actually painted boards at the front. There were flowers in assorted plastic pots along the front of the room on the floor, a cage where recently a bird had lived and died- probably from overfeeding according to Atlantic. There were enough desks for every child. They did not all have pencils, books, and exercise books, but they were all cleanly dressed in white and blue. Figure 31 is a photograph taken inside Atlantic's classroom.

The classroom activities that I observed were teacher directed. She relied heavily on the guidebook in Maths, but the lesson was carried out well, clearly showing how to perform the required functions by using several examples. She took a lot of time especially with one young girl, a repeater, who had missed a lot of school. After two years, Atlantic explained, the students are automatically promoted, so repeaters have to be given extra help because otherwise they will be completely lost when they advance to the next class.

At morning recess time during my visit, Atlantic took me on a tour of the school. There were 8 classes in one long room, housing between 200 and 250 of the younger children. A part of this room is shown in the photograph, Figure 32.

There are not enough desks to sit all of the children when everyone is attending and usually some have to sit on the floor or stand. Outside, the children play cricket or gather under a large shade tree where several local ladies sell gum, popcorn, sweets etc. One of these ladies is Atlantic's mother.

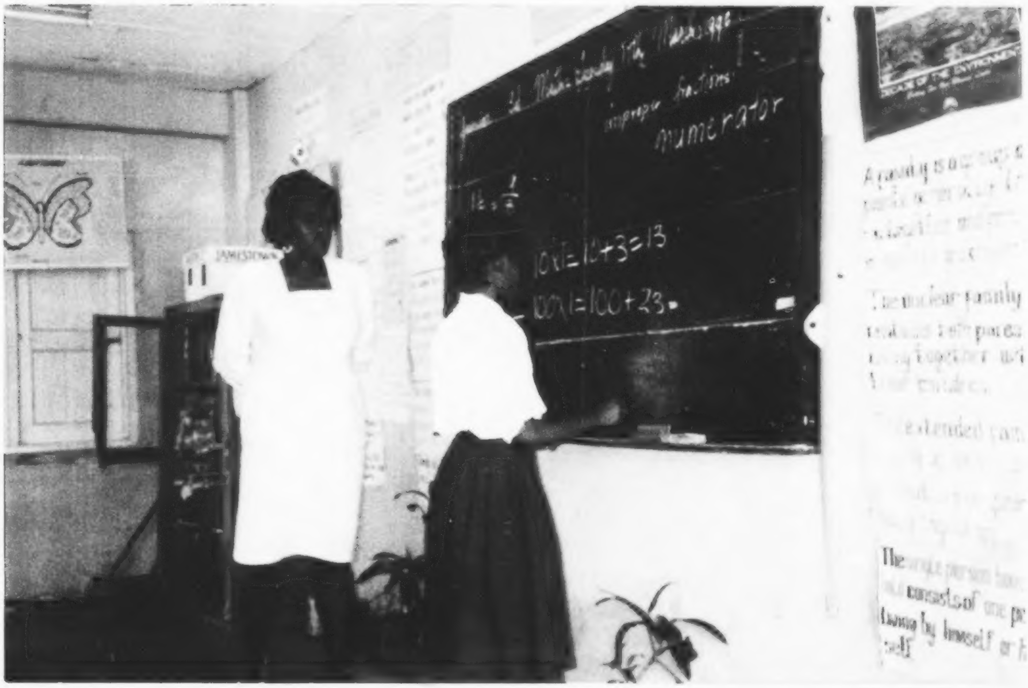


Figure 31. The front of Atlantic's classroom.

After the break Atlantic had a lesson on the friendly letter, actually an invitation. She began with a review, using a model which she had prepared on chart paper. There is no strap visible in this classroom, and very little time is spent disciplining children. Atlantic held a brainstorming session to get ideas for the letter. The letter took the form of a closely controlled composition. The children stood when responding to the teacher. She used a question and answer strategy, creating a model letter on the chalkboard. Once completed, she gave the children 10 minutes to copy the letter in their exercise books.

Uninterrupted silent sustained reading (USSR) is done on a daily basis. The children generally bring their own books. Some bring extra books for use by those who have none. Some books have come from the corresponding schools in Canada- B.C. and Ontario. Students exchange these books with one another.

Atlantic explained that she uses her picture file mainly for creative writing. Sometimes the pictures are used singly, and sometimes stories are created by putting several pictures together. At other times she tells me that she goes to a story bank created during the ESL course and uses these stories, changing for example the three little pigs story to get different perspectives.

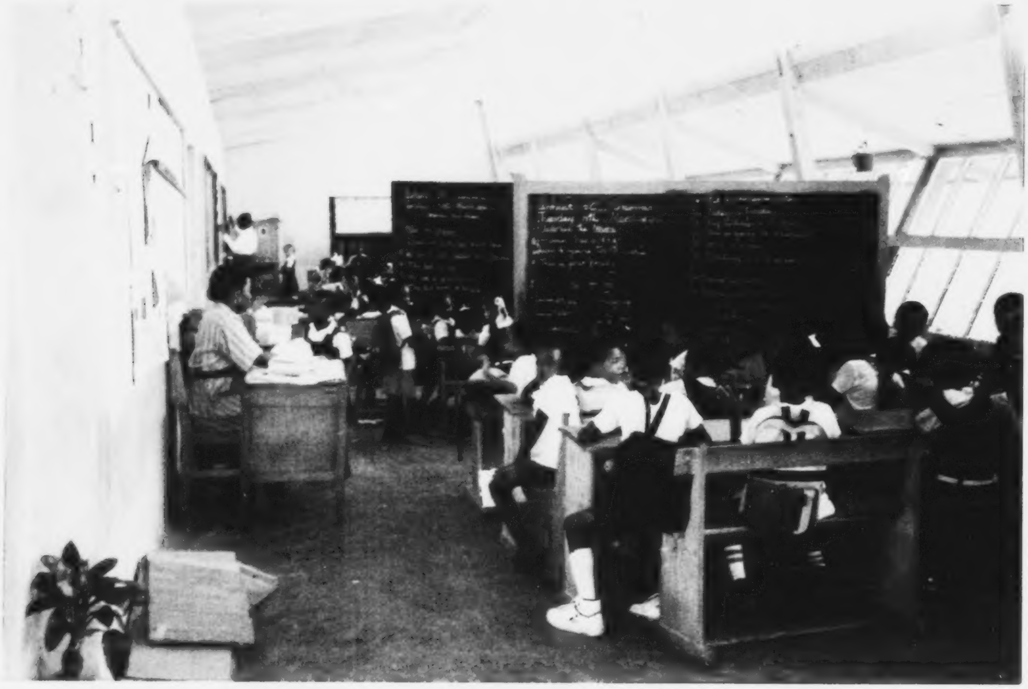


Figure 32. A View of the Infant Section in Atlantic's School.

Atlantic serves as the school-fund treasurer. A Tuck-Shop is run during the morning break and at noon hour. Funds raised in this way are used to buy extra supplies not provided by the regular school budget, for example stamps to send packages to exchange schools in Canada.

Profile 20 Sans Souci

Sans Souci is a trained teacher who presently teaches English Language in a secondary school in St. Vincent. During the school year 1991 -1992 she has been teaching two first form classes, ages 11 - 14, and two second form classes, ages 12 - 15 years. Class sizes range from 31 to 35 students. She describes the classrooms in her school in the following passage from a letter written to me in September, 1991.

> The classrooms are crowded and therefore very hot especially during the hurricane season when the atmosphere is very humid. There are no fans in these rooms and the lights have to remain on all day otherwise there will not be adequate lighting. Obviously, these are not the best of teaching/learning situations. One second form is right beside the needlework room and separated by a very slight partition. Sometimes, like this afternoon, I had the time of my life getting myself heard above the racket on the other side. However we learn to live with it because I have been teaching under these conditions for the past six years.

Teaching this year began with planning. Sans Souci describes in her September letter how this was carried out, and notes one of its shortcomings.

> The Thursday before school started, the teachers from the English Department got together and worked out a plan for teaching based on the requirements of the syllabus. I have just realized that the plan would have worked superbly if a teacher were teaching at one level and not two as I am doing. For example, for the first forms we planned teaching lessons, lessons for oral comprehension, lessons for written comprehension, for composition, for correction and discussion, for impromptu talks but invariably, where we have written work that would need some time for correcting, that is planned for both second and first forms. The fact that we give Literature exercises after at least four chapters of the text for second forms (Huck Finn) and after each story in the first form text (Enchanted Island) which is a story form of Shakespeare's plays, did help to complicate matters. Before I knew what was happening I found myself with eight piles of books on my desk and no time to mark them. I have Literature exercises for all four forms and Language exercises for all four forms. I have to do some quick reorganizing if I am not to run myself out of breath.

One of the first teaching problems Sans Souci encountered during the present school year was the teaching of verbs. This is how she described that experience.

> After the first letter to a friend telling how the vacation was spent, the next item in the plan for the first forms was the vexing problem of teaching verbs. I planned my lesson with the hope that the children knew at least the definition of a verb as being an action word.

> After that I wasn't quite certain which direction to take - Principal Parts of Verbs or let them give me verbs in sentences. I opted for the former and fell headlong into trouble. After I had explained, I thought, that the tenses come out of these principal parts, I gave them some sentences for them to identify the verbs and say whether they were present, past, or future tense. Where they got the verb, most of the time they got the tenses. However, in sentences like 'I am going shopping', I got "going" as the verb or 'am' and present tense to be sure. In others I got another word that looks like a verb and that went down as present tense too, for example. "He went for a walk": Verb - walk - present tense. After that, I thought that discretion is far better than valour so I plunged into the Grammar Text. I think I will stick with it, giving them as many examples as I could and hope that they eventually see a verb as having tense and number and not being any word that looks like it will pass for an action word.

Reading to her students has some advantages, but it also has some disadvantages as this passage from her September letter illustrates.

> Meanwhile, I have been trying to relive the Adventures of Huckleberry Finn for the seconds and Enchanted Island for the firsts. We cover a lot more of the text when I read to them, but I have had the third form teachers complain that I 'baby' them in the second form so when they get to third form and there are more Literature texts to be read, they find it difficult because they are accustomed to being read to and won't read on their own, but complain that the texts are boring.

By January, 1992, Sans Souci has had time to reflect on the impact of the ESL program on her teaching. She writes;

> Having taken the ESL course has made me more aware of my teaching methods. Now I strive to incorporate a lot more practice in my lessons. That's time consuming when the syllabus says that this, that and the other has to be covered in first term, second term and so on. I do it anyway because my first formers really need it. I am convinced that those students were actually taught in dialect at Primary School, so Standard English is to them a foreign language. I have taught first formers before, but never have I encountered such a lack of control of basic sentence structures.

> The children need to be saturated with Standard English if we are to make any progress with them. This is tough work because at the most, I have two forty-minute lessons with them per day. Thereafter, they return to conversing in dialect since they are more comfortable with that. The trip home from school by bus is hardly spent reading Standard English or listening to it because more than likely, the music on the van is some incomprehensible dub (rap). The conversation is surely dialect. Homework might take 25 minutes of so much of reading SE (Standard English). Just this week a first former scored 1/10 on a Literature test that I had given after they had read two stories themselves. We had read them together in class, and we had had discussion on them. The policy of the school is not to inform the students when they are getting an exercise but I thought I should inform them since they really should have had those stories covered last term and I wanted them out of the way so I could get started on this term's work. When I asked the child why she could only manage one out of ten, she said that she had to go out the night before the test and came back late and had other homework to do, so she couldn't do the Literature. I really couldn't help but point out that she was in class when we read and discussed them so she obviously didn't learn anything much then.
>
> Language learning needs plenty of practice and the time is not available in class. The students don't want to take the time to do the extra - too much unnecessary trouble.

During the ESL program Sans Souci kept a daily journal. A number of the topics presented at the workshop were what she calls "refreshers to what I covered at College." Topics included in this category were the historical development of Creole, theories in the development of language, and lesson planning. She was not very keen about the sessions on lesson planning; "Tedious -too many written during college life." She felt very uncomfortable presenting one of the demonstration lessons: " I HATE Practice Teaching !!!." She found value in the field trip:

> I think I was most fascinated by the precision and the standards that must be maintained by the employees to produce the quality product we have. I could use a trip like this to teach the children 'Do it right the first time', among other things.

About the make and take sessions where the participants prepared visual aids for their classrooms, Sans Souci comments, "I am intrigued by the give and take that goes on when we make aids. I managed to do some trading today - a T.V. set for an old woman, a car for a girl on a swing."

The topic most interesting to Sans Souci during the workshop, however, seemed to have been the acceptability of Dialect English. As early as Day 1, she wrote, "There always is some conflict in my mind about dialect vs Standard English. I suppose I was socialized all wrong!" When I asked her to expand on this she added:

> Because we maintain that dialect, Vincentian, is acceptable, and because dialect is so widely used, the task of teaching students to control Standard English is more difficult. In addition to that, some people feel that Standard English is time consuming since most people understand and communicate perfectly adequately in dialect.
>
> I have observed that my students learn Standard English in isolation. They don't see it as useful in Maths, Biology, Social Studies etc. This is because for English classes they are expected to communicate in SE but it is too much hassle to do the transfer. What the teachers in the other areas get is therefore a sorry mixture of dialect and an attempt - feeble, to present SE. I suggest that the 'acceptableness' of dialect be diminished. The use of dialect will continue anyway.

During our conversation together in early March of 1992, Sans Souci reiterated her view of Dialect English. Responding to my question, "What would you say the biggest problem is with your students regarding English?", she said:

> Those who come in at Form one, especially those who come from outside the city speak the Dialect English all the time, and have a great deal of difficulty sometimes communicating in Standard English at all. By Form Two or Three they have improved. They also lack self confidence in speaking Standard English. This deficiency might not be quite so obvious in written Standard English, because they will have learned to write in Standard, not in Dialect. In written Standard, however, they do transfer a lot of traits from the Dialect English, for example when they ignore verb tenses.

In discussing how the ESL program might be improved, she makes the following points:

> First, I would play down the attempt to legitimize Dialect English. The interference of the Dialect speech is the main problem in getting our students to learn Standard English, and to pass their exams in English. I don't even like to see passages of Dialect in the prose we use at school. I would concentrate on teaching only Standard English in the ESL program. Second, I would concentrate more effort on improving the teachers' use of Standard English, especially the untrained primary teachers. We need to have good models of Standard English in primary schools. I am reminded of an incident in a school where the teacher asked a student in Dialect to pick up something off the classroom floor, and the student correcting the teacher, repeating the request in standard English.

Sans Souci enjoyed the ESL program. Although some of the topics were already familiar to her, many ideas were new and interesting. She maintains, however, that to really improve teaching ESL at the secondary level what is needed is more time to practice the language.

Profile 21 Shore

Shore was ecstatic when he received his acceptance to the St. Vincent Teachers' College in September, 1991. He wrote me saying,

> My school year has started with a good and unexpectingly bang. What am I talking about? Well the local college for teacher training has called me up for a 2 year training course. Harold! I don't know how to convey my jubilous feelings to you. I was one of the lucky 78 teachers who were selected. The total amount of applications were 160.

Shore had just completed two years of classroom teaching, the minimum experience requirement before being accepted to the Teachers' College. His only training prior to his acceptance had been the two-phase program in teaching ESL offered by OCOD.

During our conversation at the Teachers' College, shown in Figure 33, Shore explained his reasons for choosing the ESL program in the first place:

> Well, for me, I thought . . . Language always gives me a problem way back from school time, so I thought I can use this opportunity to upgrade myself, because when I had my first class, I was experiencing a bit of language

> problems in how to teach it - the methodology and so on. So, I think that was a wonderful opportunity for me. So, I think, I'll take the opportunity and do the ESL.

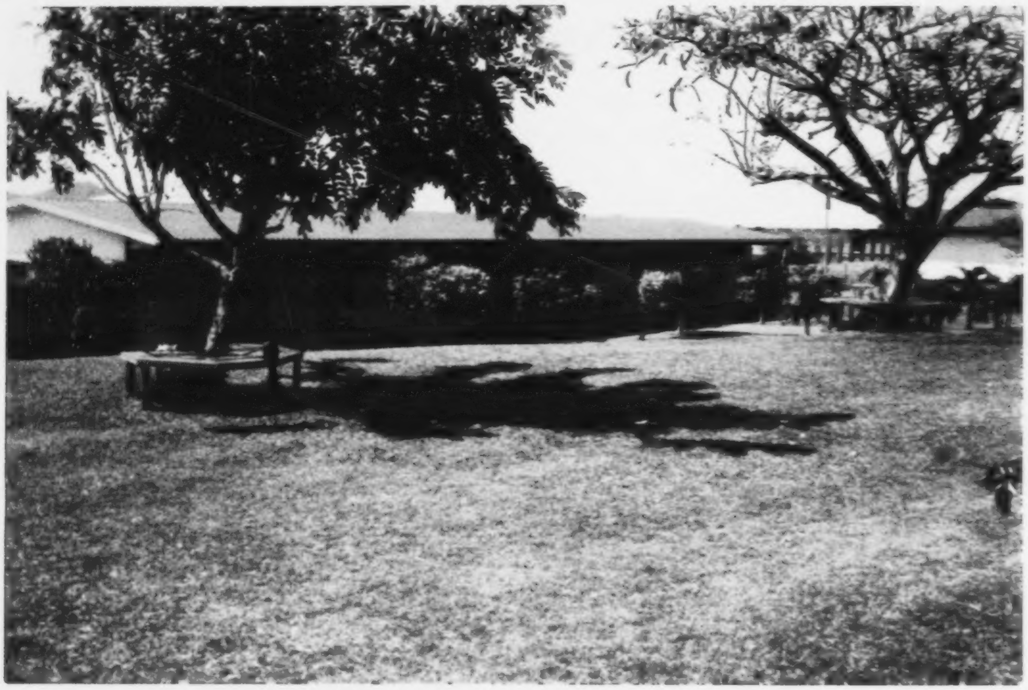


Figure 33. The Teacher Training College Campus in Kingstown.

Shore says that the ESL program was a good introduction to teacher training. The most noticeable difference he finds between the ESL program and the program on Language teaching at the college is that "what we do here at college is more detailed than at the workshop." However, in some areas, he finds that what they do at the college "was more like revision of what we had done at the workshop."

Following the second phase of the ESL program, Shore was unable to implement many of the things he had learned, because as he explains, "I didn't get a chance because, as soon as we went back to school, we only spent one week at school. The next week I was in college." Nevertheless, he feels that there may be an opportunity to implement some of the workshop ideas during practice teaching sessions. He explains:

> When we are practical teachers, some of us may have reading or English, and here we have the opportunity to really try out some of the things, while those who are not at college, they have nobody to sort of come and look at them. They may not even take the opportunity to try some of the skills.

Shore did send me a copy of a lesson plan he used during a practice teaching session in February, 1992. Apparently the lesson, which was on reading, went very well. The format of the lesson plan and the basic strategy used during the lesson, however, look more like they may have originated from classes taken at the college rather than from the OCOD program.

The ESL workshop did seem to have an impact on Shore in some personal ways. He explains:

> When I came to the workshop and then went back home, and I look, I recap what we did, I kind of treasured Carleton a lot, in terms of his dynamic ability in expressing himself. So, I always see if I can develop my teaching ability to that standard. It would be good for me. So, I always use him as a role model.

At another point during our interview he says,

> I was trying to give a story to my class, tell them a story, and I found that it was not all that interesting, and I really believe that it's maybe the voice, maybe the voice alterations and so on . . . So, I remember when I listened to your story telling, it was so well done, and even though I tried to imitate it, I still cannot reach that perfection. I think maybe it's individual. Some can tell stories, some just can't.

Reflecting on the workshop, what he remembers best, besides the role models presented, were the very practical ideas like questioning using the W-5 strategy. He feels that the program might have been more beneficial to him had he taken it prior to classroom teaching, and he feels that the program was too short. Any kind of follow-up to the program, he feels, would be very difficult to carry out because of the transportation problems on the island. He thought that staff from the Teachers' College might be in a good position to offer some form of follow-up, but he didn't have any specific suggestions as to how this might occur.

When our interview turned to the question of classroom management and discipline, Shore expressed some uneasiness with any changes to the current practices. He said,

> When I look at Barbados which has outlawed corporal punishment, they are now having problems with children coming to school with knives and guns. I have heard that they are considering reintroducing corporal punishment. I don't think that we are ready to do away with it here.

Shore recognized that it is important to model and teach Standard English in the schools, but he is aware of the difficulty of teaching Standard English. He says,

> At home, most of these children talk Creole and then when they come to school, we try to show them, give them the Standard English, and then when they go back home, it is the Creole again, so it is very difficult.

He feels it is unrealistic to try to outlaw Dialect English. For Shore, it is most realistic to accept both languages and leave the decision as to which is appropriate to the individual.

Chapter 6

THEMES

Alone, the profiles of chapter 5 provide interesting thick description about which readers are bound to make their own interpretations. The purpose of this chapter will be to provide a framework which will assist the reader in bringing together related concepts, and thus provide a heuristic guide to understanding the perspectives of the participants. The framework was developed by following the steps outlined in Figure 3, page 43: The Procedural Guide for the Interpretive Process.

First, hundreds of participant statements were labelled according to their conceptual content. Second, these statements were arranged into 36 categories such as Reasons for Choosing the Program, Lesson Planning, or Dialect English. From here, many hours were spent creating displays to illustrate the interrelationships between the categories. Of these, versions of the one shown as Figure 34 kept recurring, and eventually I chose that model to use as the framework for this chapter.

The framework consists of four very general thematic areas: a) the cultural milieu, b) workplace characteristics, c) personal life perspectives, and d) the professional domain. Into these broad thematic areas I have attempted to fit the categories, which appear as subheads. Assigning the categories to a thematic area was guided by the following description of the themes. Cultural influences include descriptive and inferential statements about factors such as socio-economic conditions, religion, family, transportation, and communication. Workplace conditions involve descriptions of schools, classrooms, supplies, interpersonal relations at various levels, timetable commitments and exams. The area dealing with personal life perspectives examines career decisions, personal experiences, commitments, beliefs, and reflections. The exploration of the professional domain involves identifying those program components which have had an impact on the teaching practices of the participants. Figure 34 attempts to illustrate the contextual relationship between these four areas: professional practices being influenced by personal perspectives which in turn are influenced by workplace characteristics, and all of these being enveloped by the cultural environment.

Although the intent of this case study was to focus on the meaning of the OCOD program for the participants with particular reference to their professional lives, during the study the participants seldom decontextualized their descriptions of the OCOD experience in such a way as to reveal only their professional lives.

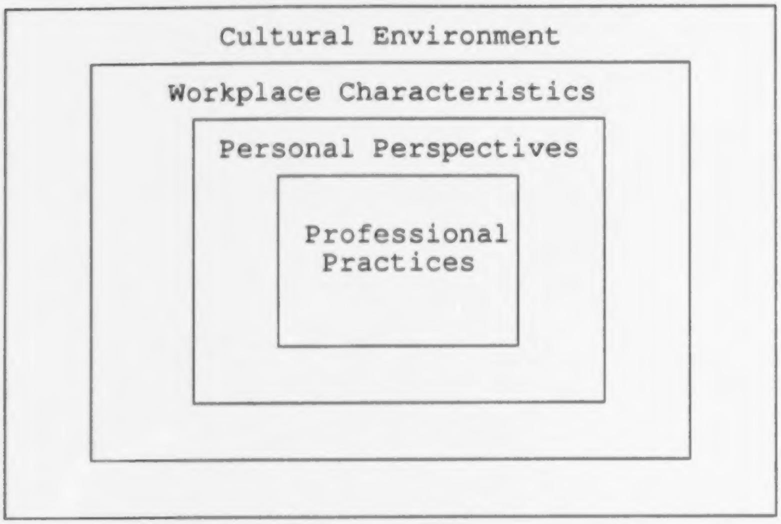


Figure 34. The contextual relationship of thematic areas.

There is a strong interdependence between the four areas identified: the culture, the workplace, the personal, and the professional. There are no clear cut lines between these areas, and further, it appears that they are in a fairly stable state of interdependence. Under these conditions it is difficult, if not impossible, to decontextualize the impact of the program on the professional practices of the participants without sacrificing a perception of the meaning it has had. For this reason I will try to use these four areas as general orientation markers in the exploration of the participants' stories in an attempt to reveal the meaning that the ESL program had for them.

Cultural Milieu

Vincentian teachers are usually assigned to schools located near to where they live. Often they teach in the same school where they had been students. Many young Vincentians live at home with their parents until they marry.

Transportation

Living near to where they teach has the advantage of allowing the teachers to walk to school. Only three of the participants, namely Commantawana, Layou, and Arnos Vale lived more than two miles from their schools. When it is not possible or convenient to walk to school, other arrangements must be made. Often, this means turning to the efficient and economical transportation system available through privately owned buses. Owning a vehicle for private use in St. Vincent is very expensive: the import tax can be as high as the value of the vehicle, consequently there are few teachers who are able to afford to buy their own car. Many of the participants in the program earn about $500.00 to $600.00 (E.C.) per month gross salary. A salary schedule is included as Appendix K.

Books

Several participants mentioned that few families in St. Vincent have books in their homes. Buccament claimed that reading to a pre-school child in the home would be quite uncommon for most families living here. School textbooks are purchased second-hand by families when possible, then resold after being used. Several stores sell second-hand textbooks. All children do not come to school with textbooks and in some instances, essential books are provided by the Ministry of Education. This seemed especially true in the rural school where Jumby, Kingstown, and St. James taught. Some textbooks are used for several years. At one time the churches built and ran many of the schools and provided most of the basic supplies, but now the government operates the majority of the primary schools, even though many of the schools still bear their original church-affiliated names, like Calliaqua Anglican Primary School, or Union Methodist Primary School.

Religion

All primary schools have religious studies in their program. Samples of Religious Studies examinations given to me by Layou and Commantawana are included as Appendix L. Religion plays an important part in the participants' lives. Praying and hymn singing in class each morning began on the initiative of the participants and everyone participated without hesitation. Several participants including Kingstown and Pablo attend bible study sessions during the week on a regular basis, and a number of them including Diamond and Charlotte teach Sunday School. Sundays in St. Vincent are especially colourful because throughout the day people of all ages can be seen dressed in their Sunday-best going to and from church.

Farming

Since about 70% of the Gross National Product of St. Vincent comes from the banana industry, it is not surprising that several of the participants have fathers or husbands who are involved in some way with banana farming. All of them realize the importance of this industry to St. Vincent, and the vulnerability created by such a dependency. A few like

Arawak and Commantawana teach in areas where there is arrowroot farming, and some including Buccament and Jumby live in areas where fishing is the prime occupation. Many, like Sans Souci, Atlantic, and Mespo have small family gardens at home. Going to the market to shop early on Saturday mornings is a common practice, for both practical and social reasons.

Entertainment

Few participants attend either of the island's two cinemas, both of which appear to compete for customers who are interested mainly in the martial arts. Although children play cricket, soccer, and netball, few adult females in St. Vincent are involved in any kind of athletics. A number of the participants' families now have television in their homes. Although a few wealthier families on the island have satellite dishes to provide them with a range of programs, most families rely on local government transmission which provides one channel of selected programs. Outside of an hour to an hour and a half of local broadcasting per day, most programs come from the United States. One of the local tutors told me that the program called The Nature of Things with David Suzuki had been withdrawn from the broadcast schedule because it challenged the orthodox religious beliefs of the community.

Television and Language

With the increase in the availability and popularity of television, I was surprised when both Liberty Lodge and Buccament told me that they felt that television had little influence on the children's language. All of the programs are broadcast in some form of standard English, and even the children who do not have access to television in their own homes frequently watch it somewhere else unless they live in an area not served by electricity. Liberty Lodge observed that even though many of the children in her classroom watched cartoons and adventure programs which were produced in Standard English, they would come to school the next day and talk about the programs in Dialect English. This, she felt, demonstrated how little carry-over there was from their television viewing to their daily use of language.

Dialect English

This brings into focus the issue of language and dialect. This topic appears in each of the four areas explored: cultural milieu, workplace description, the personal dimension, and professional life. For me, language and culture are inextricably bound, and there have been many times during this study that I have felt disadvantaged not knowing Dialect English, and hence not being able to appreciate fully the culture of St. Vincent.

The comments made by the participants reveal an ambivalence towards Dialect English. Virtually all of the participants admit on the one hand that Dialect English is the language spoken by the majority of Vincentians, their "first language", but on the other hand, they do not give it the same respect as they give Standard English. Liberty Lodge, for instance, refers to Dialect English as "broken English", "the small talk", "they go on talking their black dialect", "they have this rooted barbaric thing in them." She says, "you can't go in front of a crowd and talk like this." Standard English, by contrast is often referred to in neutral or positive ways. Thus Arawak, Commantawana, and Greiggs use expressions like "talking Standard", "talking nice", "talking style", or "talking properly." Diamond and Charlotte also pointed out that Dialect English does not have a standard written form.

Older, more experienced teachers appear to be less tolerant towards accepting Dialect English in schools than younger ones. These older teachers also tend to be the ones who have been trained. Sans Souci, for example, feels that accepting Dialect English in schools would be a backward step, pointing to the low pass rates in English language exams in secondary schools and at the Teachers' College, and anticipating even worse results if Dialect English were allowed legitimate status in the schools. She is very concerned by the fact that the Caribbean Examination Council has recently allowed the use of quotations in Dialect English on English language examinations. She feels that this sets a dangerous precedent. Also, the older, more experienced teachers are very critical of Primary teachers who teach in rural areas. It is their belief that in rural areas the teachers use mostly Dialect English because of their own inability to speak Standard English properly.

In fact, there are a large number of participants, both rural and urban, who admit that they use Dialect English in their Primary classrooms at least part of the time. Some, like Buccament, Layou, and Greiggs claim that this is the only way that the children understand what they say, in spite of the fact they know that the language of instruction in the schools is supposed to be Standard English. The teachers acknowledge that it is important for the children to learn the language which is used for all official purposes on the island, but they say that the children don't see this, and once they are out of the schoolroom door they talk Dialect. This is all they hear in the street, in vans, and in their homes. In one instance Kingstown admitted that even she was reluctant to speak Standard English outside the classroom because she feared the villagers would accuse her of trying to be "superior." Yet, when it comes to getting a passing grade in English language on the Common Entrance Examination or the CXC examination, the teachers feel that they are being held solely responsible for the students' results. The English language examination is looked upon in the same way as examinations in other subjects like Social Studies or Science. It does not seem to be generally understood that English language is a communication skill, not a body of knowledge that can be memorized and repeated on an examination. Development of this language skill requires practice, and the opportunities for this practice seem to be limited in this culture.

Poverty

Many of the participants speak about the poverty of the children. In most schools the children come to class neatly and cleanly dressed in their school uniforms. According to Richmond, the uniforms may be bought or made at home, and are often passed down from one growing child to the next. Textbooks are also used over and over again. Jumby and Buccament claim that some children from poorer areas of the country come to school not well fed, and that this problem has been addressed by providing milk programs, and occasionally food programs for these children. Programs like these are often subsidized by assistance from wealthier donor countries.

Parent Involvement in Schools

Parent volunteers are sometimes involved in the delivery of these programs but at other times it is the teachers who supervise the programs with help from older students. Arnos Vale explained that parents are not generally invited into the school to help in any way with instruction, although they may be called upon to help with special events, programs, or projects. Some schools appear to have a good rapport with their community, but a number of teachers seemed to feel that the parents on one hand held high expectations of the school and the teachers, but on the other hand were not really very supportive of either the teachers or the school. Sans Souci, Arnos Vale, Liberty Lodge, and Greiggs all felt that parents did not help their children with homework, they did not attend meetings held at the school, and were often indifferent to the high rate of absenteeism among the students.

Communication

Communication between home and school is not easy since many homes and some schools do not have telephones. Arnos Vale reported that when a problem arose between a student and a teacher, the student would go home and tell only his or her side of the story, and the parent, hearing and believing that side, would come to the school in a rage, cursing at the teacher and anyone else who happened to be around. Often this reaction would make the situation worse than when it began. News of such events are possibly what prompted the Minister of

Education at the opening ceremonies to the OCOD workshops in 1991 to encourage teachers to avoid confrontations with parents.

Before leaving this short section on the cultural milieu, I would like to make it clear that the observations made here are not the result of an intensive ethnographic study. The views expressed here are my interpretation of the views of a small group of individuals involved in one unique program at one particular time.

Workplace Characteristics

Architecturally, the primary schools of St. Vincent are of fairly consistent design. The floors are concrete, and the walls are made with decorative cement blocks which allow for easy circulation of air. Roofs are generally made of corrugated metal supported by wooden rafters. Windows are usually shuttered, not glassed. These specifications are common and appropriate for tropical countries. They provide shelter from the sun, the rain, and the wind.

The Noise Factor

The disadvantages as perceived by participants like Greiggs and Mespo occur with the design of the interior of these buildings. Until recently many of these one and two story structures have been built with few or no interior walls, resulting in very noisy centres for teaching and learning. Two or three hundred primary students may be placed in one of these hall-like areas like those shown in Figures 11, 24, or 32, the classes being separated only by portable chalkboards and very narrow student traffic lanes. Even in some of the schools where partitions have been erected such as where Arawak or Sans Souci work, they are so thin that they serve effectively only as visual barriers, and do little for reducing the noise level. In the two schools where Buccament and Liberty Lodge work, both of which have been more recently constructed, there are substantial partitions between the classes and these greatly reduce the noise problem. The problem of noise in classrooms was one of the most common concerns expressed by those participants who work in these non-partitioned buildings. A typical comment taken from a letter written by Greiggs reads: "The noise from surrounding classes and the sizes of the classes makes it extremely difficult for the teacher as well as the pupils."

Overcrowding

Here, Greiggs has identified a second problem related to the workplace: overcrowding. Some schools have witnessed large increases in student enrolment in recent years for various reasons and in these schools it is not uncommon to see three or four students seated at a desk designed for two. Such a situation can be seen in Figure 24.

Where there is a combination of large numbers of students and no dividing walls, the teachers feel particulary disadvantaged. Greiggs puts it this way: "Because the children are so close, you have a problem communicating with the children. They can't hear you, or you can't hear what they saying." She explains that there had been appeals made to the local parent association and even to the Ministry for help in constructing interior partitions, but no one came up with any money to initiate such a renovation. Several participants say that the conditions were the same when they were students in these same schools, and they now accept them as being normal for St. Vincent. These teachers say that the children just have to get used to the noise, and the teachers just have to learn to cope with it. Kingstown pointed out that secondary schools were much better off in this respect than primary schools. Secondary schools have separate rooms for each class.

When one talks about overcrowding in the schools there seems to be a contradiction between published statistics on average class size and the actual numbers of pupils in the classes taught by the workshop participants. Statistics from the Ministry state that the pupil-teacher ratio for primary schools in St. Vincent is 19:1. The classes in which the participants teach range from a low of 14 students in Arnos Vale's class to a high of 52 students in Liberty Lodge's class, with the average being 32 students per class. There are several possible reasons why this discrepancy exists. First, the number of teachers involved in this study is 21, but four are enroled at the Teachers' Training College leaving only 17 who presently work in classrooms, a rather small sample for making a statistical comparison. Second, a number of the participants share classroom responsibilities with another person. For example, Liberty Lodge is a trained teacher who has 52 students in her class and she has an untrained teacher working with her. As another example, St. James is an untrained teacher who works with a trained teacher in a class of 46 students. By counting both adults in these instances as teachers, the calculation of pupil-teacher ratio would be sharply reduced. Regardless of statistical considerations, for participants who are teaching in a crowded hall of two or three hundred students the pupil-teacher ratio seems to lose some of its significance.

Classrooms

Most of the participants who teach single classes in closed classrooms teach older primary children. Thus, Layou who teaches a Junior Five class is more likely to have a closed classroom than Commantawana who teaches a Junior One class. Those who do teach in the closed classrooms recognize and appreciate their less distractive environment. Arawak, for instance, says that the children in closed classrooms are more attentive, and points out that she is able to put up charts, pictures, childrens' work, and other visual aids on the classroom walls. One concern expressed by Richmond regarding the displaying of visual aids in the classrooms is the threat that the classroom may be vandalized and all the work destroyed. Most, if not all schools have night watchmen tending the property, but vandalism still occurs according to Jumby. In those classrooms where there are no interior walls, it is often impossible to affix any kind of display on the porous exterior walls, and the teachers are reluctant to sacrifice the small space available to them on their portable chalkboards. Alternatives that have been tried include Greiggs' attempt to redesign the aid so that it could be passed around among the children, or simply held up so that it could be seen for a short time by everyone. Participants like Greiggs, Commantawana, Arnos Vale, Mespo, Kingstown, and Owia who teach in schools without partitions claim that using a tape recorder or a radio is quite ineffective because of the cacophony produced by the children in surrounding classes.

Playgrounds

Taking the children outside to escape the noise is a strategy that many participants have tried. For some, like Commantawana, this has worked well. For others, however, it has not. Teachers like Arnos Vale, Mespo, Kingstown, Owia, and Greiggs simply do not have a suitable place to go. Just outside the school walls is often as noisy as being inside because the walls are so often made of concrete blocks designed with open spaces, and the windows are without glass. Due to the mountainous terrain of St. Vincent, playground space tends to be small in area and located either in an interior courtyard or on the outside immediately adjacent to the school. Figures 8, 16, and 26 show typical school playgrounds. Not only can the playground be noisy at any time during which school is in session, but it is also open to rain for parts of the year, and to dusty conditions at some other times.

Apprentice teaching

I would like to return for a moment to the two participants who were working with another person, in one case a trained teacher, Liberty Lodge, and in the other an untrained teacher, St. James. In both cases, the working relationship they had established seemed to be very similar: in each situation the two people had divided the subjects between them and taught them independently, that is, they took turns teaching. It appeared that the untrained teacher held an apprentice-like role in relation to the trained teacher. In each case the untrained teacher had to have her lesson plans approved by the trained teacher, and during lessons taught by the untrained teacher, ultimate class control rested with the trained teacher.

An advantage to this system occurred last year when the trained teacher who works with St. James was hospitalized for two weeks. In this instance the untrained teacher, who was familiar with the children and the classroom routines, was able to take charge of the class until the trained teacher returned. There are no substitute teachers in the primary schools of St. Vincent. If a teacher is away for any reason, other teachers or an administrator has to look after that person's classes.

Student Behaviour

One of the problems that participants associate with the crowded classrooms is the rowdiness of the children. There is a tendency for the older and experienced teachers like Liberty Lodge, Sans Souci, and Mespo to place the blame for this poor behaviour on the home environment of the children, whereas the younger, less experienced, and untrained participants tend to feel that the crowded classroom conditions themselves are largely responsible for the children's poor behaviour. Striking children with a belt or slapping them are both common ways of maintaining discipline in the classrooms of the participants.

The Shift System

Kingstown, Mespo, Owia and Jumby all teach under a shift system. The reason for adopting this system is because smaller buildings are being used to replace original schools which have been irreparably damaged by heavy rains in November and December, 1991. The shift system was suggested by the Ministry in order that children continue to attend classes after their school had been destroyed. Under the shift system a building such as nearby school or another building of suitable proportions will be used to educate two groups of children, one coming in the morning for four hours, and the other coming in the afternoon for four hours. Every two weeks the groups and their teachers exchange times. The advantages and the disadvantages to this shift system are well documented in the profiles of these participants.

Language Issue

One of the workplace conditions faced by all of the participants is dealing with the language issue. The participants say that all of the children come to school speaking Dialect English. They do not suddenly switch to

Standard English when they pass through the school door. They continue to speak Dialect English whether inside the school or out. The children respond to the teacher in Dialect English, and often to aid comprehension, the teachers will use Dialect English themselves. Crowded and noisy classrooms are a disadvantage when communication is in the unfamiliar SE dialect.

The problem of language learning becomes more critical as the students grow older and are eventually challenged by external examinations which must be written in Standard English. Sans Souci claims that many of the students who enrol in secondary school, especially those from rural areas, are unskilled in Standard English. Their written skills are often better than their oral skills because they have been taught to write using Standard English, but there are still many problems because the children transfer their oral DE habits to the written SE. She feels that this transfer occurs because students assume that the two dialects are more similar than they are. Under these conditions, the school becomes a kind of correction centre, the teachers serving as the models and the correctors, the students coming in with an assortment of linguistic imperfections which must be corrected. Liberty Lodge points out that many children seem to lack self-confidence when it comes to learning and using Standard English and Arnos Vale mentions children who are unwilling to speak in class.

The teachers of older children are not only critical of the practices of those who teach younger children, but also critical of some of their peers because they say many teachers limit the use of "correct English" to English language classes, and in secondary school to English language teachers. Sans Souci states that Standard English is often taught "in isolation." As a result, the children do not perceive "correct English" to be important when they are learning other school subjects.

Timetables

The subjects found on most participants' timetables include Social Studies, Mathematics, Science, Health, Music, Physical Education, Bible Knowledge, General Knowledge (sometimes called Intelligence), and Language Arts. Usually the same teacher teaches all these subjects to the students. Although officially encouraged to teach Language Arts in an integrated manner, in practice, most participants appear to separate the Language Arts into Reading, Grammar, Handwriting, Composition, Spelling, and Poetry. Some participants like Commantawana attempt to teach seven or eight subjects per day, although teachers of older children usually teach fewer. The timetable controls the agenda for the classroom and it must satisfy the scrutiny of the Head Teacher.

Head Teachers

The Head Teacher controls what takes place in the classroom also by regularly confirming the completion of the classroom diary. This document as described by Liberty Lodge records the activities that take place in each classroom for every school day. Lesson plans for each topic taught must also be prepared for the approval of the Head Teacher, although this obligation seems to fall more on untrained teachers than on trained teachers. Kingstown claims that failure to supply lesson plans can mean stoppage of salary. Consequently, untrained teachers treat lesson plans very seriously. Trained teachers are also required to make up lesson plans, but according to Liberty Lodge they do not always write them out formally, and their practices are not supervised so closely. Some Head Teachers use the supervision of lesson planning as an opportunity to assist the untrained teachers. Layou found this supervisory practice helpful in her training.

Common Entrance Examination

Another characteristic of the educational workplace is the use of the Common Entrance Examination. This set of examinations is given to students at the end of Junior Five, and the results determine whether or not a student will be allowed to proceed to secondary school. The reputations of teachers, Head Teachers, and schools depend to a large degree on the success of their students in these examinations. The participants are very much aware of the importance of these examinations, and preparation for them seems to infiltrate the agenda of nearly all teachers. This is particularly noticeable during examination periods: Christmas, Spring, and June. As we have seen in the profiles of Buccament and Liberty Lodge, examination sessions are very structured and the examinations are closely supervised to avoid any cheating. Teacher-constructed examinations must meet with the approval of the Head Teacher, and the results are treated with much gravity.

Grouping Practices

One way in which examination results are used is in grouping children into classes. Jumby explains this practice well, and claims that the practice of ability grouping or streaming as it is sometimes called is a common practice in the primary schools of St. Vincent. Participants like Buccament express pleasure when they are assigned to teach the children in the brighter classes because they say there are fewer "problem children" there. In schools where the population is not great enough to allow for grouping, the children of all abilities are put in the same class.

Teachers like Layou who are involved with teaching the classes of low ability children, as well as those like Arawak, Kingstown, and Owia who teach children in classes of mixed ability, express great frustration in working with "slow children" and "mentally handicapped children." They feel that they lack the professional expertise to teach these children. Further, they feel that there aren't enough resources available to them, and that they don't get much help or direction from Head Teachers or Ministry personnel.

Resources

Outside of a chalkboard, the participants have very little in the way of resources. In Language Arts they work mainly with basal readers and an accompanying workbook, although as Arnos Vale and Kingstown point out, all students may not even have these. Pens, pencils, and paper to write on is not available all of the time. Primary schools don't generally have libraries. Kingstown made the observation that "Only secondary schools have libraries."

Inservicing

The inservicing of teachers does not seem to be common. During the past year, Kingstown had been to an inservice on Reading, Atlantic had attended a session to explain a test that the Ministry was planning for primary school children, and Sans Souci had attended an inservice dealing with a proposal to initiate a Mastery Teaching project for secondary schools in St. Vincent. Other inservicing may have taken place as well, but none other was mentioned by the participants. Personnel from the Ministry of Education do periodically visit the schools to give advice to teachers, as well as to bring supplies, and to investigate complaints made by parents. In such instances, the teachers feel that they are usually found to be at fault.

Personal Perspectives

As a vehicle to assist me in exploring the impact of the ESL program on the participants' personal perspectives, I would like to begin by quoting from a letter by Tutor B, co-tutor of the workshop, and a teacher of English Language Methods at the St. Vincent Teacher Training College. This is what he writes:

> I think one of the key things coming out of the ESL workshop is that participants came to the realization that there are sharp distinctions between Standard English and Vincentian Dialect, the popular language. They realize that English is indeed a second language for their students and its teaching requires specialized

> intensive techniques. This is being applied in the classroom now as a result of their experience at OCOD. Secondly, I got a first hand impression of the teachers' own ability to function in the standard variety of English. Many lacked the confidence to participate fully due to a lack of proficiency on their own part. I might therefore provide them with models and ample practice in using S.E. Finally, I have become more sensitive to the shortcomings of the in-coming trainees. I have stopped taking much for granted.

Although it appears that the ESL program has sensitized Tutor B to the needs of the teachers entering the Teacher Training College, I would like to use his other observations as a starting point for examining the participants' personal opinions about the language situation in St. Vincent. This is not meant to be a critique of his views. I have chosen to use his observations as a kind of window for looking into the perspectives of the participants.

Language

That the participants believe that their students' first language is Dialect English is firmly established in their communication. A good number of them have also pointed out that one of the problems involved in teaching English language is that their students do not recognize the distinctions between D.E. and S.E. The workshop sessions on these distinctions, given mainly by Tutor B, appeared to be especially valuable for some of the untrained teachers, although the trained teachers like Atlantic, Liberty Lodge, and Sans Souci felt that they had already learned these distinctions in College.

That the participants recognize the importance of, and practice specialized, intensive techniques in teaching English language depends to a large degree on who is defining specialized and intensive. Some of the strategies presented at the workshop might not be considered very specialized by an outsider, as many of them can be used in first language classrooms, but to an untrained teacher in St. Vincent any strategy not in common practice may appear specialized. Several participants admit to an altered view of the role of language in teaching. For example, Diamond says, "I have developed a different concept about teaching. Through the ESL program I realized teaching depends upon language, through listening, speaking, reading, and writing as the foundations of communication between teachers and pupils." All but Owia and Lowman claim to be using some of the strategies they learned at the workshop. The four participants currently attending the Teachers' College also claim to be committed to making changes in their teaching strategies as a result of their workshop experience. More will be said about which strategies have been chosen by the participants for use in their classrooms in the following section which deals with professional practices.

That the participants lacked the confidence to participate fully in the workshop due to their own lack of proficiency in S.E. may be true. None of them have actually said this, but there are many indications of feelings of insecurity in Standard English. Shore admits to having had a problem with English in secondary school and Arawak, Buccament, Lowman, and Arnos Vale do not yet have credit in secondary school English. Mespo failed the English methods at the Teachers' College last year and must resit and pass this examination before being credited with a teacher's certificate. Diamond, who is currently attending the Teachers' College has written to say she is having difficulty with the English Methods program. She claims that this is the subject most often failed by student teachers.

A number of the participants claim that they enroled in the ESL program in the hopes that it would improve their own skills in English. Thus, Diamond says, "My objective was just to learn to speak Standard (English) properly." Shore says "Language always gives me a problem, way back from school time, so I thought I can use this opportunity to upgrade myself." These teachers claim that the program was beneficial in improving their own Standard English language skills. Another participant, Kingstown, wrote in her journal."I learnt today that verbs can be an action word or tell you the state." Layou wrote, "I also have a clearer incite as to using of preposition." Several others made comments like the following: "One of my goals was to speak English fluently after the workshop. At this time in point I can say that I attained that goal." Liberty Lodge claimed that the program gave her more confidence in speaking out in public. She says."I see myself as gaining ground on the ladder up. It makes you, it brings all the confidence and all the shyness in you, you know, it disappears, and you will be able to stand up and address anybody."

Many of the participants apologized for their poor spelling and written expression in their journals and letters. I sometimes wondered if their lack of S.E. written language skills did not inhibit some of them from writing more. Owia, for example, claimed, "I don't really like corresponding. I don't like writing." Some participants did not hand in their journals at the end of the day. Instead, they would take them home and hand them in the following day. At the time I thought this was done because there wasn't enough time provided in class for reflective writing. In retrospect, I now wonder if this wasn't done in order to provide a more grammatically correct copy.

Reasons for Taking the Program

Not all participants took the ESL program in order to improve their personal language skills in S.E. Richmond took it because she was encouraged to do so by her Head Teacher; Charlotte, "because it was the only thing left"; and for Jumby and St. James, because they were good in English, enjoyed teaching it, and thought they might learn some different teaching methods. According to Layou, some may have believed that taking an OCOD program would help them to be accepted to the Teacher Training College, but she claims now to know that this belief is incorrect.

Benefits to Teacher Trainees

The four participants enroled at the College: Charlotte, Diamond, Pablo, and Shore agree nevertheless that the program has benefitted them in their studies there. They believe that they have several advantages over those students who have not taken an OCOD course. First, they say that they have benefitted from having had an introduction to topics that are dealt with in more depth at the College. For example, when an instructor began talking about Bloom's Taxonomy one day, the participants already knew a little bit about this, and that pleased them. They feel that they have a better "foundation" for studying at the College than those who have not taken an OCOD program. Second, they have had more instruction in lesson planning than the students who have not taken an OCOD program, and lesson planning seems to be an important part of the program. Finally, they feel that they have developed a greater repertoire of teaching ideas than their peers, and they are able to draw upon this when they are assigned to teach "practice lessons" in the schools.

All four of the participants who are students at the Teachers' Training College believe that training should precede classroom teaching. The current practice is that students must teach for a minimum of two years in a school before becoming eligible to attend the Teachers' College. The problem with this system, according to these participants, is that they must now unlearn the bad habits they picked up and practised during their previous years of experience. Only one participant, Liberty Lodge, offered a rationale for the current practice. She explained that unless the practice teachers from the college had previous classroom experience, they would not be able to control the students during the practice teaching sessions. Other teachers offered no opinion on the question of the timing of teacher training. Mespo offered an explanation of the current system by saying, "That is our custom."

Learning to Teach

Among the pages of our communication are many accounts of how the participants learned to teach. They all began teaching without formal training. I can identify with them in this regard because I also began teaching without formal training. When they are first placed in schools they are supposed to spend some time with a qualified teacher who is, as Richmond explains, "to assist them in their lesson making, diaries, and how they go about teaching a particular subject." The needs of the individual schools seems to determine the length of time spent with the qualified teacher. Neither Atlantic nor Buccament spent any time at all with a qualified teacher. Others spent a week, two weeks, a month, a term, a year, and St. James is presently spending a second year with an experienced teacher.

When they begin teaching they experience problems in getting lessons across to the children, communicating effectively with the students in S.E., and maintaining discipline in the classroom. St. James and Buccament admit that they had difficulty at first just standing up in front of the class. Others like Layou and Paget reported problems in "breaking down the work." Arawak, Layou, Paget, Kingstown, Richmond, and Commantawana all said they had difficulties with making lesson plans.

In learning how to teach, the participants employed a number of strategies. These included watching and modelling other teachers and asking questions of the qualified teacher to whom they were assigned. Atlantic was able to confide in a former teacher with whom she felt comfortable, and St. James learned some strategies by communicating with a relative who was teaching. Some said they got assistance from the qualified teacher with whom they worked, and occasionally from the Head Teacher. Some reported that they taught the same way that they were taught. Several said that they learned to teach by trial and error, learning from their mistakes. As a result of this method of learning, a few said they have developed their own style of teaching. Others said they learned from how the children reacted to what they did, and from the directions provided in some of the textbooks and workbooks. Some relied on their memory to provide them with a teacher-model. Buccament explained that she learned mainly from reflection, "just thinking about it, go home and picturing." Jumby said that she had learned a lot about teaching when she became part of a special teaching project sponsored by the University of West Indies. She said her association with outside people gave her new ideas, making her feel less isolated. Diamond and Charlotte felt that their work as Sunday School teachers and Youth Group leaders had helped prepare them as teachers. Many believe that you just get into the custom of teaching.

The Customs of Teaching

Thinking about this idea of customs of teaching I am reminded of Bruner (1990) who said that in order to understand acts of meaning we have to look beyond individuals to history and culture. Individuals, according to Bruner, are situationally controlled. Examining this custom of teaching then may help to reveal the underlying belief structure of the participants.

I believe that the expression "custom of teaching" as used by the participants means how things are done here, how we do things here, implying that there are certain practices that are fairly stable, commonplace, and generally accepted. The practice of teaching for two years in order to become eligible to attend the Teachers' Training College is described above as "our custom." Many other examples could be given from the descriptions of the culture and workplace provided above. For example, wearing a school uniform and calling their teacher "Miss" are both customs practised by Vincentian primary school children. They are not taught to do these things by the teachers. They don't have to be taught as these are commonly held expectations. Similarly, when untrained teachers begin work in the classrooms of St.Vincent there are certain customs which govern how they are to act, and these customs are already familiar to the new teachers because they have seen them throughout their own schooling.

The study reveals a number of features which appear to be part of this custom of teaching:

1. Teachers are considered to be authorities in knowledge. Their task is to gain knowledge and to pass it on to their students. Pablo and Kingstown, for example, felt that a benefit of the ESL workshop was their gain in knowledge which they hoped to pass on to their students.

2. Students are taught more efficiently when they are grouped according to ability. Jumby explained that imperfections in grouping are corrected year by year based mainly on examination results.

3. All children are evaluated by the same measure, the Common Entrance Examination. During a class discussion the shortcomings of this system were recognized, but there was general support for the continuation of the practice because it was well established and clearly understood by everyone.

4. There is little individualized instruction for students. Those students who are not served by the grouping custom are generally ignored. Kingstown's classroom situation illustrates this custom. Slow learning students are promoted every second year without regard to what they have learned.

5. The lecture-style presentation or explanation is the prevalent teaching strategy.

6. Teaching is generally a deductive process: the rule comes first, followed by practice and correction.

7. Testing generally involves factual recall or application of a rule.

8. Rote memorization is the main learning method. Children are considered lacking in imagination and in the

ability to think for themselves. This view is clearly expressed by Liberty Lodge, St. James, Buccament, and Layou.

9. Child control is deemed to be very important. Boys are considered especially mischievous. Although some participants acknowledge that excessive discipline may frighten children and hence hinder learning, physically slapping children or striking them with a belt, and verbal insults are common ways to maintain class control.

Career Perspectives

Looking at themselves professionally, the participants believe they are underpaid and are not given the recognition they deserve for the important work that they do. A number of the young, untrained participants indicated that teaching was not their first choice as a career. They became teachers in some instances because they, like Kingstown, lacked the qualifications to get into another career, and in other instances, like St. James, because there simply weren't any other opportunities available. A number of them view teaching as a stepping stone to some other career, a job to do until something better comes along. Layou, St. James, Sans Souci, and Paget are all pursuing further studies through night school or university in the hope that increased qualifications will result in a better paying job.

On the other hand, some of the young teachers view their teaching careers much more optimistically. For example, Kingstown began teaching believing that it was "a headache job", but found that her relationship with the children and fellow teachers so satisfying that she now intends to remain in teaching. For many, the OCOD workshop seemed to provide a positive professional experience in their careers. Many of them stated that the OCOD experience helped them become better teachers. Here are some of the ways in which they felt they had improved personally.

Benefits from the Workshop

1. Pablo, Jumby, Kingstown, Layou, Buccament, St. James, and Diamond all felt they had gained in knowledge. This knowledge had been passed on to them by the tutors.

2. Liberty Lodge, Kingstown, Layou, and Jumby said that they felt more self-confident as a result of having improved their language skills at the workshop.

3. Diamond and Sans Souci said that as a result of the workshop they had become more aware of the importance of language in teaching.

4. Paget and Shore said that they had found new models to emulate, especially in regards to teaching style.

5. Commantawana, Sans Souci, and Paget claimed that they had learned alternative ways of teaching concepts, increasing their repertoire of strategies.

6. Jumby, Diamond, Sans Souci, St. James, and Mespo claimed they had learned the value of sharing their views and their knowledge with others.

7. Diamond, Charlotte, Shore and Pablo felt that the workshop had helped prepare them for Teachers' Training College, and Liberty Lodge, Sans Souci, Mespo and Atlantic felt that the workshop had been a good review of things they had learned at the College.

8. Jumby, Paget, Kingstown, and Arnos Vale stated that the workshop had made them more enthusiastic about returning to the classroom the following school year.

9. Atlantic, Diamond, and Commantawana felt committed to make changes in their teaching practices as a result of the workshop experience.

10. St. James, Owia, and Jumby stated that they had made new friends.

Professional Domain.

For some participants, improving their own S.E. language skills was a professional as well as personal gain, because as Pablo stated, "You have to get the knowledge first", before you can pass it on to the students. Improvement in S.E. language skills is often seen in terms of acquiring more knowledge about S.E. grammar. One early childhood teacher, Jumby, felt that the topic of grammar would be more important to teachers of older children because that is where more grammar is taught. To be honest, it had never occurred to me that the program would involve teaching S.E. language itself. As far as I knew the participants were competent in S.E. and the program was to be a an ESL methods course. The point is that whereas I would prefer to view gains made in grammatical knowledge as a personal gain, many of the participants view it as a professional gain.

Accepting this gain in S.E. competency for whatever it is, I would like to turn to a discussion of the influence of the rest of the program on the professional lives of the participants. The interpretation of that influence is based primarily on their communication with me, and secondly, on my own observations in their classrooms during a five-week period in March and April, 1992. Only the strategies that they mention will be discussed. I will make the assumption that only those strategies which they mention are ones that they feel are of value to them. I realize this assumption may be erroneous because (a) they might have neglected to mention a method they have used, (b) a suitable occasion may not have arisen in which to use a method, (c) although they may recognize the potential value of a certain method, they may have had different reasons for not using it, for example: uncertainty about the procedure involved for implementing the method, lack of equipment or supplies, fear of failure, concerns expressed or anticipated from the Head Teacher or parents, lack of a professional support system, or conflict with what they perceive as a custom of teaching as described above.

As an organizing structure for this discussion I have chosen the following topics: listening skills, speaking skills, reading skills, writing skills, lesson planning, field trips, audio-visual aids, and general evaluative comments. The discussion will close with a short summary.

Listening skills

One of the workshop activities that was enjoyed by the participants was the group learning sessions. These had been arranged using ideas from the literature on co-operative learning to encourage full participation in interactive group sessions. The journal entries were very favourable towards this listening and speaking activity. For example, Mespo wrote, "The most interesting session of the day was the session of cooperative learning activity. The reason why I enjoyed this session is because I learnt from each group." A number of participants promised themselves to use the idea when they got back in their classrooms in September. Only Layou and Commantawana, however, have reported using this activity in their schools, and of these, Commantawana has modified the approach by awarding points for participation, possibly making it more of a competitive learning activity than a co-operative learning activity.

Story reading and story telling to the students seems to have been used, or its use increased, by almost everyone. During the workshop I began most mornings by either story reading or story telling, so there was a regular exposure to this practice. The reactions of the participants to using story telling and story reading as a listening strategy are very numerous and very positive. Most report that the children find the sessions interesting and motivational. Buccament says, "Pupils just love to hear 'It's story time'." Jumby says that it has increased the children's interest in reading story books. Kingstown says she enjoys seeing the eagerness in the children when she reads them a story. Arnos Vale says that although she used to read stories to her children she would just stand in front of the class and read. Now, she brings the children in a little closer and the children respond much better. Shore felt that the strategy had not worked well in his classroom, although he blames his own lack of proficiency in story telling for the failure, and not the strategy itself.

Another idea that was adopted by one teacher, Atlantic, involved what we called the Story Bank. During a workshop session, groups were asked to brainstorm for as many children's stories as they could remember. At the end of the activity we put together the combined efforts of the groups into a long list of known, and some not so well known, children's stories. Each participant was given this list which we called a Story Bank. The idea was to provide each participant with a resource set of stories for telling or retelling to the children. Atlantic says she has used this list and has given copies to the other teachers on her staff who apparently find it very useful. Incidentally, the same exercise was repeated with children's songs but no comments were ever made about this resource.

Speaking skills

Tutor B has written that oral expression has to be made one of the priority areas in the teaching of language arts. The importance of the written Common Entrance Examination and the written secondary CXC English examination has kept the focus of teaching on written skills, especially grammatical skills. Although considerable amount of time during the workshop was spent on written and grammatical skills, there was a deliberate attempt to maintain a balance between the four skill areas: listening, speaking, reading, and writing. The participants generally showed more interest in the speaking skills than in the listening skills, although admittedly one cannot be done without the other.

One of the areas that appears to have influenced the teachers, especially the untrained ones, was in bridging the gap between DE and SE. Buccament, Arnos Vale, Kingstown, Commantawana, Jumby, and Richmond all comment on the inappropriateness of flogging, beating, or humiliating children when they speak DE. Alternatives to punishment that they felt they had learned included accepting the dialect and offering translations or paraphrases in SE; second, quietly correcting the errors that are made when the children attempt to speak SE; and third, providing the students with a good model of SE speech. Lowman admitted that she seldom spoke SE in the classroom prior to attending the workshop, but since that time she has made a conscious effort to speak it all the time while in school.

The strategy that received more praise than any other during or after the workshop has been the substitution drills. The idea of drilling seems to fit well into the participants' customs of teaching. Thus, Richmond says, "Drilling is an aspect of teaching I like very much", and Kingstown wrote in her journal, "As soon as I get back to school, hey, you can bet that I am going to use that method of drilling in teaching my English." During the workshop participants were given the time and the materials to prepare charts which would assist them in providing students with practice exercises in common SE errors. Themes that the participants chose for their charts included: subject and verb agreements, singular and plural nouns, using negatives, and a few for correcting errors in pronunciation. Having these charts prepared may have encouraged the teachers to try this strategy. The participants claim that this kind of practice is needed, and that the children enjoy doing it.

Another "make and take" activity during the workshop was the selection and mounting of pictures for use in the classroom. It should be noted that there are few magazines available in St. Vincent and it is uncommon to find pictures on the classroom walls. The use of pictures in the second language classroom was demonstrated and practised at the workshop, and the participants appeared to recognize the value of this strategy. Almost all participants reported that they have used their "picture file" at one time or another. The primary use seems to have been for illustrative or motivational purposes, but St. James and Atlantic have both used them to initiate conversations and stories, and in teaching other subject areas.

The five W's of W-5 are: who, what, where, when, and why. These are not the only questions that can be asked of course, but the expression W-5 is really meant to remind teachers that there is indeed a variety of questions that can be asked while teaching. Looking at the examinations in the appendix shows that almost all of the questions are of the factual recall variety. The strategy of W-5 was devised to encourage the participants to ask both convergent and divergent questions. Charlotte, Layou, Arnos Vale, and Diamond all report that they have found W-5 helpful in making discussions more interesting. W-5, however, does not yet seem to have reached the level of written language

Several of the participants including Atlantic, Commantawana, and Arawak had introduced the poem "Vinci Flavours" to their classes. On one occasion, Commantawana's class recited the poem for me, and then showed me a number of poems that they had created themselves.

Layou was quite enthusiastic about the strategy of retelling a story. She says she first reads a story to the children, then asks them to retell it to her in their own words.

Finally, Arnos Vale, the teacher referred to in the section on listening skills who discovered the advantage of bringing the children in close to her when she is reading a story, also reports that the children make a greater effort to speak Standard English under these more intimate conditions.

Reading skills

The participants recognize that teaching reading is a very serious obligation. This is evident in all their communication: journal entries, letters, and interviews. The journals of the untrained teachers express appreciation for an explanation given at the workshop of the stages of reading, and for the demonstration of the Language Experience Approach. There was also general interest in using previewing and prediction as strategies in the teaching of reading.

Mespo and Commantawana stated that they had tried the Language Experience Approach with some success. Mespo explained that only the untrained teachers would not know about this method. The use of prediction as a reading strategy was given support when a "reading organizer" from the Ministry of Education visited some of the schools and encouraged the teachers to try this strategy. Kingstown felt quite pleased with herself because she had already learned something about this strategy at the workshop.

According to the communication from the participants it seems that at least half of them have tried to use some of the strategies presented at the workshop. Three participants state that they have tried an uninterrupted, silent, sustained reading program (USSR): Atlantic's program is an ambitious school-wide program which appears to be working. Kingstown's program is classroom-based and it has also been successful. The third one was attempted by Greiggs under conditions where the interference of the noise from the other classes forced her to abandon the idea after a short while.

Kingstown states that she has had success in using alternative reading books. Her only difficulty lay in finding suitable alternative books. Sometimes the only alternative books available are those brought by visiting OCOD tutors. These are often discards from Canadian school libraries. One enterprising teacher, Atlantic, has been successful in getting books donated from companion schools in Ontario and British Columbia. Most of the participants use only the basal readers in their classrooms. Jumby claims that as a result of the workshop she now makes reading "a daily part of the children's lives", although she does not state how this is done. Several participants state that they have tried to use independent reading and pair-reading as alternatives to group reading and "word calling." They also state that reading a variety of stories to the children has increased student motivation to read.

One interesting story about reading involves Jumby's daughter who, as a result of a gift of a few donated story books, began a "mini library" for the children in her village. Apparently this has been a very successful venture, and the mother claims it has improved the daughter's school work, and has also had a positive effect on those children who have joined her library.

Many of the teachers, both trained and untrained, have appealed to me for help in teaching reading. They are especially concerned about the children who are very slow in learning to read. Unfortunately, it is not a simple problem.

Writing skills

Most of the participants' journal entries merely acknowledge that there had been sessions on the teaching of writing. Diamond suggests that she might try some of the strategies that were presented when she wrote, "I have learnt various approaches to teaching writing. I will try my very best to apply as many as possible in my teaching." The participants did enjoy the book-making sessions we held, but none reported using this idea in their classrooms.

Writing is normally divided into handwriting, grammar, composition or creative writing, spelling, and occasionally word study, in spite of the fact that the Teachers' College is trying to get teachers to use a more integrated approach. The participants' letters and our interviews made it quite clear that the foundation of writing from their point of view is grammar. Note how Jumby teaches the parts of speech through rote memorizing and drill, and that Sans Souci relies heavily on practice provided by prepared grammar exercises. St. James told me, "Well, grammar is one of my strong points, so I teach it." Layou observed, "Most people focus on grammar", and as one way of improving the ESL program she suggested, "I think there should be a bit more emphasis placed on grammar."

Liberty Lodge said that she liked the way I had demonstrated "composition writing" at the workshop, but her attempts to duplicate this method in the classroom were unsuccessful. She explained that the background of the children was not sufficient to allow for the kind of self expression called for by this method. Similar comments were made by Layou and Buccament about their students: "They can't use their imagination", and "They can't express their ideas on paper."

Several participants said that they sometimes use their picture file to develop ideas for creative writing, and sometimes discussions, but often they just provide topics from which the students are to choose and write.

Sans Souci pointed out that although she recognized the value of more listening and speaking practice in school, her administration and the parents expected to see the evidence of her teaching in written work. To her, this means mainly grammatical exercises and a great deal of correction.

A few of the participants have tried out other ideas that were presented at the workshop. Commantawana attempted to keep a portfolio for each child's writing, but after a while she abandoned the idea because she found that there were too many students in her class, and she couldn't keep up the practice. She also began a practice of displaying the students' writing on a part of the classroom wall. This practice she has retained because she says the children are proud to see their work displayed in this manner.

Many of the comments made by the participants in their letters and during the interviews focused on the frustrations involved in teaching various grammatical topics like subject and verb agreements, prepositions, and relative pronouns. Sans Souci and Layou were concerned about the time they spent correcting the students' error-filled work, especially when they had a large class. In contrast, Commantawana stated that trying some of the writing ideas presented at the workshop "might make writing more creative and enjoyable."

Lesson planning

For the untrained teachers who participated in the workshop, the sessions on lesson planning were very helpful. This was evident because of the interest they showed in the topic during the workshop and the many comments which they made throughout the correspondence.

The untrained teachers are obligated to make lesson plans for the new topics that they introduce in their classes. It seems that Head Teachers are insistent on seeing that this is done, although for some it appears to be somewhat of a formality because as Arawak has pointed out, not all of them read through the lesson plans.

Many of the untrained teachers were not clear about the purpose of lesson plans. It seems that sometimes they were given a lesson plan format that they did not really understand. There was a feeling that the purpose of the lesson plan was more to fulfil some administrative requirement than for teacher planning. Very few of the untrained teachers had been given any help in lesson planning.

Following the workshop, especially during the interviews, many of the participants mentioned the importance of learning how to plan a lesson. For Owia, it was the most important thing she had learned at the workshop. Diamond, Kingstown, Richmond, Commantawana, and Arawak expressed more confidence in planning lessons. They came to realize that the lesson plan was not just a document to please the Head Teacher, but also an opportunity to clarify their objectives, and look at different teaching methods they might use.

The trained teachers were not so interested in the topic of lesson planning. Sans Souci said that the topic had been given a lot of attention at the Teachers' College when she was there, and Liberty Lodge claimed that she no longer made lesson plans. She just made little notes for herself. Those who were students at the College at the time of the study said that they felt they had been given a head start on this topic when they compared themselves to other students who had not had such instruction.

Field trips

For many of the participants the field trip that was taken during the workshop had been one of the few that they had ever experienced. Some, like Buccament and Jumby who teach young primary children take their children on nature walks, but any kind of field trip is uncommon for those who teach older children.

The participants enjoyed the field trip. Most were pleased with the knowledge or information they had gained from visiting one of the few industries found on the island. Arawak commented on the "importance of taking precautions when one is visiting an industry." Richmond stated that "their should be a follow-up of what was carried on", and Buccament thought that on returning from a field trip she might "talk about what we saw and that kind of thing."

By April of the following school year, only Buccament stated that she had taken her class on a walk to a nearby site, and another one intended to do a similar activity at a later time.

Audio-Visual methods

Many of the participants use the charts and pictures they prepared at the workshop. Sometimes the pictures are used to illustrate a topic, sometimes to motivate the students, and sometimes to initiate discussions and written exercises. Greiggs, Kingstown, and Mespo say that there is often a problem with finding wall space to hang the charts and pictures, while Richmond and Greiggs were concerned with the possibility of vandalism.

None of the participants had used either a radio or a tape recorder. Kingstown mentioned that she thought a tape recorder would be useful, but they were not available in the schools. Greiggs and Commantawana said that their classrooms were too noisy for using any kind of audio equipment.

General evaluative comments

In this section I would like to include some of the more general reactions of the participants to the workshop. These reactions do not fall into any of the above topics.

First, on the adaptability or suitability of the ESL strategies for the schools of St. Vincent, there is a range of opinion. One Infant teacher, Jumby, states, "I have not been able to adopt many of the ideas learnt at the ESL program. Some of the strategies that are too advanced for my age group I pass on to other teachers within that teaching level." Richmond, who has a class of slow learners says, "I have not accomplish that much, not with my class", but she adds, "I have shared some of what I learned from the workshop with another teacher." On the other hand, Sans Souci, who teaches older children states, "The techniques of teaching ESL were different and are adaptable to our situation here." Paget expresses great enthusiasm for the program when she states, "What I learn in OCOD workshop was a blessing. I practice it every day at school, and I taught the other teachers at my school about them. They really enjoyed it - even to the pronunciation of words I have develop in, and help my students to used them." When I mentioned to Kingstown that the workshop might have been better had I known the St. Vincent school system better, she replied, "To be honest I really don't think it would make much of a big difference if you were in much association of a classroom situation in St. Vincent."

On the question of follow-up, several participants were disappointed that there wasn't a third session to the program. Some hoped that some kind of follow-up might be initiated from the Teachers' College. Others thought it would be productive if members of the group were able to get together to discuss ideas. The anticipated difficulties of transportation and cooperation of teachers, however, made it seem unlikely that this will happen. The participants at the Teachers' College felt that the research study itself had been a good follow-up, "like an extension to the workshop."

Other miscellaneous but interesting comments made by the participants include Atlantic's statement: "I enjoyed sharing ideas with other teachers at the workshop", suggesting to me that there may have been benefits resulting from the workshop not related to ESL. Diamond suggested that there should be some recognition given by either the Teachers' College or the Ministry of Education for attendance at the OCOD courses. Liberty Lodge felt that the program could be improved by instructing the trainees in specific strategies for teaching certain skills. Jumby felt that the handouts that were prepared for the workshop were useful mainly for teachers of older children, leaving unsaid - they weren't much use for her as a teacher of infants.

Summary

In this chapter I have attempted to describe thematically the participants' professional practices, their personal perspectives, their workplace characteristics, and their cultural environment in order to provide a meaningful context in which to understand their reactions to the ESL program. By examining the individual profiles and the thematic analysis provided in this chapter, my intention will now be to draw some conclusions about the impact of the ESL program on the participants.

Chapter 7

CONCLUSIONS AND OBSERVATIONS

The purpose of this study was to discover the meaning that the ESL program had for the participants during and after the workshop. Two questions were to guide the research: first, what did the participants experience at the workshop? and second, what was the impact of this experience on their professional lives?

Conclusions

From the beginning of this study it was evident that the participants' professional lives could not be decontextualized. The meaning of the ESL program was developed not just on the basis of their professional experiences but by the beliefs that they held as a result of their life experiences generally. Meaning does not occur in isolation. It is shaped by interpretation and judgment (Denzin, 1989). The foundation upon which interpretation and judgement is based is the set of culturally based beliefs that each of us has in place prior to new experience (Bruner, 1990). The study has revealed a number of these beliefs which I feel are important to understanding the participants' experience during and after the program.

The beliefs are revealed first through the declarations made by numerous participants. For example, all of the teachers at some time during the study refer to problems in dealing with their students whose mother tongue is Dialect English. From this admission I conclude that they believe that DE is the common language throughout the country. Second, participant beliefs are sometimes confirmed in my mind by the actions and documents which accompany declarations. For example, the seriousness with which examinations are treated confirms in my mind that the participants believe that the single most important goal of primary education is preparing students for the common entrance examination. Here is a short list of teacher beliefs that I feel have been revealed in the study.

1. It is believed by the participants that Dialect English is the common language throughout the country except for official purposes where the more prestigious Standard English is used.
2. It is believed that there are certain practices or customs of teaching that are traditionally appropriate for the primary schools.
3. It is believed by the participants that noisy classrooms are detrimental to effective teaching and learning.
4. The participants believe that teachers are the

conduits of knowledge. Therefore, the quest to acquire knowledge is very important.

5. It is a common belief among the participants that preparing students for the Common Entrance Examination is the most important goal of primary education.

6. There is a common belief that teachers are underpaid and are given little recognition for the important job that they do.

7. The participants believe that they share very little in educational decision making. They view authority in terms of vertical alignment and their position is near the bottom.

Given this framework of beliefs, the participants found a number of the sessions offered at the ESL workshop to be meaningful. They claim that these meaningful experiences have influenced their subsequent teaching practices. Here are some examples.

First, many of the untrained participants felt that as a result of the program they had gained a better understanding of the language situation in St. Vincent. They stated that they had developed a clearer understanding of the differences between Dialect English and Standard English. As a result of this clearer understanding of the differences, Dialect English appeared to gain in terms of legitimacy and respectability, particularly for the younger teachers, and a fairly common result of this change in status for Dialect English was a professed increase in tolerance for its use by primary school children. Evidence for this more tolerant attitude can be found in statements which reject "flogging" or "beating" children for using DE in school. Such punitive measures have now been replaced by other corrective strategies presented at the workshop, according to the participants.

Second, in regards to teaching Standard English as a second language, many participants claim to have learned that language has four skill areas: listening, speaking, reading, and writing, and that all four skill areas must be practised. This has led a number of participants to increase the number of listening and speaking opportunities in their classrooms by adopting new strategies in story reading, story telling, working with pictures, and expanding their questioning techniques. On the other hand, it was quite evident during my visits to the participants' classrooms that the traditional grammar-based approach to teaching Standard English was still firmly in place in all the classrooms.

Third, the workshop sessions which provided opportunities for the participants to develop their own SE language skills were meaningful: the lessons on grammar, on pronunciation, and on vocabulary building. Many of the participants admitted their own shortcomings in using SE, and were anxious to improve these skills. They also looked upon this as an opportunity to gain knowledge which they could then pass on to their students.

Fourth, those strategies which fitted well with the participants' beliefs were quickly recognized and adopted. Thus, the idea of using substitution tables as an efficient way to drill certain language structures was accepted quite enthusiastically. The idea of drilling in conjunction with rote memorization as a means of teaching and learning is one of the well established customs of teaching in the participants' schools.

Fifth, some strategies which were presented at the workshop did not appear to fit well with the beliefs or customs of the participants, and may have been rejected for this reason. Among these were the use of games and children's songs, strategies that are common in children's ESL classrooms elsewhere. The use of group work too did not appear to find a place in the participants' classrooms, in spite of the fact that this strategy was a very popular one during the workshop. Also rejected were electronically assisted learning devises such as tape recorders, but for different reasons: (a) they are prohibitively expensive, and (b) many classrooms are too noisy for them to be used effectively.

Sixth, the untrained participants found the workshop explanations and exercises on lesson planning meaningful because this subject is emphasized by Head Teachers, and also by instructors at the Teacher Training College. Acquiring the skills to complete the lesson plan form in such a way as to satisfy the administration often seemed to be the meaningful part of this exercise, although a small number of participants mentioned that it also helped them to think about different ways to teach a lesson.

Seventh, the role modelling presented by the tutors, and by the more experienced teachers during demonstration lessons was also considered meaningful, especially for the untrained participants. There were many comments made during the study which indicated that the participants had tried to copy this one's style, or that one's methods.

Observations

This research study was a voyage of discovery. There were no destinations identified in advance. The purpose was to discover the meaning that the ESL workshop had for the participants. The significance of this study lies in the fact that the participants' views of the program will be available for those who may wish to consider them in designing future programs. In addition to discovering the meaningful impact of the program on the participants, the study also revealed their needs. Some of these needs were met by the program, and some were not. In the following section I shall identify the needs of the participants as revealed in the study. They are not priorized.

1. The need to provide professional training prior to practice

Some of the teachers who took part in this program began teaching by being placed directly into a teaching situation without any period of observation in a primary classroom. Most of the participants, however, spent a week or two observing a trained teacher in a classroom before they were assigned a class of their own. In one instance, a participant was in her second year of working in a classroom with a trained teacher, but this seems to be an exception to the general practice.

The study revealed that most of the participants learned to teach on their own, by trial and error. The participants who are now students at the Teachers' Training College agree that some of the teaching practices they learned during this trial and error period of their careers now have to be unlearned. From their point of view, learning to do things correctly from the beginning is far better than having to replace bad habits later with better ones.

The professional training provided by the ESL program was, for the majority of the participants, the only professional training they had received. Many of the gains they claim to have made as a result of taking this program were not strategies unique to the teaching of ESL, but basic teaching strategies such as how to prepare a lesson, or how to bring the children in close to the teacher to assist with communication during reading or listening activities.

There was widespread agreement among the participants that training should precede practice. There is a need for a program in basic teaching strategies for those young people who have just graduated from secondary school and are being placed in primary schools to teach.

2. The need to examine the use of Dialect English in primary schools

A number of questions arise from the participants' concern about the use of Standard English and Dialect English in the primary classrooms. It is claimed that the children do not understand what is said in SE, and that they are reluctant to speak in this dialect.

I have no doubt that this claim is true. It makes sense that children exposed to a second language will not understand it, nor will they feel comfortable about using it. The questions that arise are: first, does the use of SE in the primary classes interfere with children's academic development? Second, does the use of SE contribute to a feeling of alienation towards school among the children? Third, does this lack of understanding and reluctance to speak SE become an excuse for the teachers to use DE, the dialect that they are more comfortable in using? Fourth, would it be worthwhile to consider some use of DE in the primary schools?

3. The need to improve the Standard English proficiency of primary teachers

The majority of the participants recognize their own deficiencies in Standard English language skills, and seek to improve them. If they are going to serve as models for students who are to learn SE, then the opportunity for self improvement would seem to be important. Inadequacies in teacher knowledge can have serious limitations for teaching competence (Stein, Baxter & Leinhardt, 1990). The study reveals that many of the participants were anxious to improve their SE language skills, but lacked suitable opportunities to develop them.

4. The need to stress communicative competence over linguistic expertise

Having been a second language teacher for many years I can attest to the fact that it is much easier to teach grammatical skills than to teach something as nebulous as communicative competence. Grammatical rules can be taught deductively, and such rules are easily tested. The study revealed that the participants in the workshop generally feel very comfortable teaching English grammar. This was how they were taught, and they have come to accept this method as the custom of how to teach "proper" English.

I am not suggesting that the teaching of grammar be discontinued. There is a place for teaching grammar in a second language program. What I am saying is that students learn what they are taught. If they are taught English grammar, then they will learn English grammar. Unfortunately, this is only the structure of the language. They must also learn how to communicate meaningfully through listening, speaking, reading and writing in real acts of communication if they are ever going to use the language competently. The present system of second language teaching used by most of the participants will seldom produce students who are competent users of the second language.

A shift towards communicative competence would also serve to emphasize the importance of using the second language in school subjects other than English language. This practice in itself would encourage real acts of communication in the second language. All teachers are language teachers.

5. The need to recognize teachers' efforts

The study reveals that many of the teachers feel that they are underpaid and that their efforts go unrecognized. Some of the participants have stated that teaching was not their first choice as a career, and many of these would leave teaching if there were other opportunities available. Regarding the OCOD program, it was pointed out that the participants were expected to attend the OCOD courses, but there was little to show for their efforts. One suggested solution was that some kind of credit be given for completing OCOD programs.

6. The need to provide a workplace where conditions are favourable to second language learning

Learning a second language requires an environment where that language can be heard clearly. The study revealed that in many of the participants' classrooms this was just not possible. The lack of a quiet learning area is a big disadvantage to teachers and students under any circumstances, but it becomes critical when the language of instruction is not the students' first language. The problem of excessive noise is most serious in those schools where many crowded classrooms are housed in one large non-partitioned building. In these schools particularly, there is a need to reduce the noise level.

7. The need to examine the role of the Common Entrance Examination

The Common Entrance Examination is profoundly important in the St. Vincent education system. The study revealed that the participants appear to consider this examination so important that it controls to a great extent what and how they teach. To illustrate this point, many of the items on this examination are designed to be easily marked right or wrong. In language testing, many of the questions examine specific syntactic and semantic details. Consequently, the focus on this kind of detail becomes the object of the teachers' attention in the classroom. The perceived purpose of English language instruction becomes the preparation of students to respond successfully to these examination questions, that is, to teach the mastery of the separate parts of the language. There is a need to examine the role of the Common Entrance Examination in relation to the goals of the English language program for the primary schools of SVG.

8. The need to improve the apprentice training system

All but two of the participants began teaching by spending some time with a trained teacher. These two were placed directly in a classroom without any period of observation. All of the others spent various amounts of time with a trained teacher before taking over a class by themselves. The study revealed that their experiences during this period were very different. Some just observed the regular teacher perform her tasks. Others were allowed to teach lessons under the supervision of the regular teacher. Still others were given assistance by both the regular teacher and the Head Teacher. Because this method of training is likely to continue for some time in the primary schools of SVG, there is a need to make the system as beneficial as possible. This might be done by developing a set of guidelines to be used by participants, teachers, and Head Teachers during this introductory stage of teacher training. Ideally, such a set of guidelines would clarify the expectations of the program and the role responsibilities of the stakeholders.

9. The need to develop a sustainable program

OCOD programs now operate like commando raids. The teams move in with carefully chosen personnel, they execute their well planned tasks effectively, and they leave. The program evaluation which follows examines the effectiveness of the operation itself, not its impact on the subsequent teaching of the participants. The inadequacy of this kind of approach is well known. Adams (1990 p. 381) states, "For literally decades I have been observing first hand the failures of externally influenced educational planning in third world countries and the remarkable tenacity with which international aid agencies cling to rationalistic planning models in the face of overwhelming evidence of their inadequacy."

From the perspective of the participants in this study there is a need to build a follow-up feature into the program. They see a huge gap between receiving information which may or may not be perceived as being useful or relevant, and applying this new information in the classroom. There is no support system in place to assist the teachers to bridge this gap. Implementing change involves a certain amount of risk taking on their part because it may mean making changes to established practices, and sometimes their Head Teachers are sceptical about new and unfamiliar ideas.

There is a need to address this question of follow-up. There have been questions raised about the actual effectiveness of OCOD programs on changing teacher practices in St. Vincent. The question posed here is: Is it possible to build into these programs, or revise these programs in such a way that the changes sought are in fact realized in the classrooms? The participants themselves have suggested a number of ideas to resolve the problem of follow-up: (a) extend the program by adding another phase, (b) make the follow-up the responsibility of the Canadian tutor or the Vincentian co-tutor through correspondence and/or visitation, (c) hold group meetings for the participants to discuss the implementation of workshop ideas.

10. The need to supply Canadian tutors with more information

Even though I had worked in several other developing nations, I found it difficult to relate my expertise to the teaching conditions in St. Vincent. As Liston and Zeichner (1990) point out, knowing the cultural background of students is very important to teacher effectiveness. Although they were referring to a regular classroom situation, I feel that the same principle applies even when the students are teachers. As the program proceeded I felt more and more frustrated by my lack of knowledge about the teaching situation in SVG.

The orientation session for the Canadian tutors provided by OCOD was helpful but was very general. The written information which was made available to the tutors was a brief historical and geographical sketch suitable for a tourist, but inadequate to bring about an understanding of the educational environment. The West Indian tutor is in the best position to provide this kind of orientation, and this person should be made clearly aware of the Canadian tutor's lack of knowledge about the teaching situation in the Caribbean nation. The West Indian tutors should be encouraged to prepare and provide information about the teaching situation in their country to the Canadian tutors.

11. The need to develop a sense of ownership for the program

The perception of the participants was that this program was conceived, planned, and implemented by people who held positions of high authority. Change is improbable unless all the stakeholders understand and share in the decision making processes (Backhouse, 1987; Braun, 1990; Dawson, 1978; Henson, 1987; Peat & Mulcahy, 1990; Quintero, 1989; Schon, 1987; Turner, Long, Foley, & Kidd, 1988). There is a need to develop a sense of ownership, a sense that the program is conducted for the participants, not at them. There is a need to give the participants the opportunity and the responsibility to share in decision making regarding the goals and the content of the program.

Reflections on This Study

Reflecting on the impact of this ESL program, I feel that it has been valuable to the professional development of the particpants, especially for those who were untrained. An OCOD program in ESL, however, is inadequate for resolving the complicated problems involved in English language learning and teaching in SVG. A well researched and comprehensive plan involving all stakeholders is needed for that purpose.

BIBLIOGRAPHY

Adams, D. (1990, August). Analysis without theory is incomplete. Comparative Education Review. 34(3), 381-385.

Aoki, T. (1984). Interests, knowledge and evaluation: alternative curriculum evaluations. In T. Aoki (Ed.), Curriculum evaluation in a new key, (pp. 4-19). Edmonton: Publication Services of the University of Alberta.

Asher, J. (1977). Learning another language through actions: the complete teacher's guidebook. Los Gatos, CA: Sky Oaks Productions.

Austin, A. (1990). Discussion on accomodation. In E. Guba (Ed.), The paradigm dialog (pp. 136-138). Newbury Park: Sage Publications Inc.

Bacchus, M. K. (1987). The provision of post-secondary education in small nation states. In M. K. Bacchus & C. Brock (Eds.), The challenge of scale (pp. 61-67). London: Commonwealth Secretariat.

Bacchus, M. K. & Brock, C. (1987). Editorial introduction. In M. K. Bacchus & C. Brock (Eds.), The challenge of scale (pp. 1-7). London: Commonwealth Secretariat.

Backhouse, J. K. (1987, winter). Changing teaching methods through inset. British Journal of In-service Education, 14(1), 25-28.

Belenky, M., Clinchy, B., Goldberger, N., & Tarule, J. (1986). Women's ways of knowing. New York: Basic Books.

Binda, K. P. (1986). An examination of the education system with particular reference to teacher training and staffing requirements. St. Vincent & the Grenadines. A report prepared for the Organization for Cooperation in Overseas Development. Winnipeg, MB: OCOD Publication.

Braithwaite, E. K. (1984). History of the voice. London: New Beacon Books Ltd.

Braun, C. (1990). President's message: The international reading association - agent of change. Calgary IRA Newsletter, Aug/Sep 1990, 3.

Britzman, D. P. (1986, November). Cultural myths in the making of a teacher: biography and social structure in teacher education. Harvard Educational Review, 56(4), 442-456.

Brimfield, R., Roderick, J., & Yamamoto, K. (1983). Persons as researchers: observations of the participants. Curriculum Inquiry, 13(1), 5-21.

Brock, C. (1987). The educational context. In M.K. Bacchus & C. Brock (Eds.), The challenge of scale (pp. 8-18). London: Commonwealth Secretariat.

Brown, J. S., Collins, A., & Duguid, P. Situated cognition and the culture of learning. Educational Researcher, 18 (1), 32-42.

Bruner, J. (1985). Narrative and paradigmatic modes of thought. Learning and teaching the ways of knowing. Chicago: University of Chicago Press.

Bruner, J. (1990). Acts of meaning. Cambridge, MA: Harvard University Press.

Bruner, J., & Haste, H. (1987). Making Sense. London: Methuen and Co. Ltd.

Campbell, C. (1990). The present and future of teacher professional development in Alberta. Paper prepared for the forum on future teacher education in Alberta. May, 1990. Lethbridge, AB: University of Lethbridge.

Carrington, L. D. (1983). The challenge of Caribbean language in the Canadian classroom. TESL TALK. 3(2), 15-28.

Chomsky, N. (1969). Deep structure, surface structure, and semantic interpretation. Bloomington: Indiana University Linguistics Club.

Connelly, F. M. & Clandinin, D. J. (1985). Personal practical knowledge and the modes of knowing: relevance for teaching and learning. NSSE Yearbook, 84(2), 174-198.

Connelly, F. M. & Clandinin, D. J. (1988). Teachers as curriculum planners. Toronto: OISE Press.

Connelly, M. & Clandinin, J. (1990). Stories of experience and narrative inquiry. Education Researcher, 19(5), 2-14.

Craig, D. (1976). Bidialectical education: creole and standard in the West Indies. Linguistics, 175, 93-134.

Craig, D. (1984). Reading and the creole speaker. A workshop paper. Antigua and Barbuda: UNESCO (CARNEID)/ UWI/ CARICOM Regional workshop for trainers of teachers of reading. New York: UNESCO document Annex V to REP. 85/17 W/TR.

Craig, D. (1986). Social class and the use of language: a case study of Jamaican children. In M. Gorlach, & J. Holm (Eds.), Focus on the Caribbean (pp. 71-116). Amsterdam/Philadelphia: John Benjamin Pub. Co.

Craig, D. (1988). Cognition and situational context: explanations from English-lexicon creole. International Journal of the Sociology of Languages, 71, 11-23.

Crandall, D. (1990). Peering at paradigms through the prism of practice improvement. In E. Guba (Ed.), The paradigm dialog (pp. 216-224). Newbury Park, CA: Sage Publications.

Cummins, J. (1983). Research findings from French immersion programs across Canada. A parent's guide. Canadian Parents for French: A special report.

Dawson, A. J. (1978). Criteria for the creation of inservice programs. Canadian Journal of Education, 3(1), 52-56.

Denton, D. E. (1979). Concepts and strategies of phenomenological research. San Francisco: American Educational Research Association.

Denzin, N. K. (1978). The research act: a theoretical introduction to sociological methods. New York: McGrw-Hill.

Denzin, N. K. (1989). Interpretive Interactionism. Newbury Park, CA: Sage Publications.

Devonish, H. (1986). The decay of neo-colonial official language policies. The case of the English-lexicon creoles of the Commonwealth Caribbean. In M. Gorlach, G. Manfred, & J. Holms (Eds.), Focus on the Caribbean (pp. 1-22). Amsterdam/Philadelphia: John Benjamin Publishing Co.

Dobbert, M. L. (1990). Discussion on methodology. In E. Guba (Ed.), The paradigm dialog (pp. 286-289). Newbury Park, CA: Sage Publications.

Downing, J. (1984). A source of cognitive confusion for beginning readers: learning in a second language. The Reading Teacher, 37, (366-370).

Eisner, E. (1981). On the differences between scientific and artistic approaches to qualitative research. Educational Researcher, 10(4), 5-9.

Eisner, E. (1990). The meaning of alternative paradigms for practice. In E. Guba (Ed.), The paradigm dialog (pp. 88-102). Newbury Park, CA: Sage Publications.

Eisner, E. (1991). The enlightened eye. New York: Macmillan Publishing Co.

Farrugia, C. (1987). The professional development of educational personnel in small states. In M. K. Bacchus & C. Brock (Eds.), The challenge of scale (pp. 25-35). London: Commonwealth Secretariat.

Fergus, H. (1987). The development of curriculum and materials in small states: a Caribbean view. In M. K. Bacchus & C. Brock (Eds.), The challenge of scale (pp. 36-49). London: Commonwealth Secretariat.

Firestone, W. A. (1990). Accomodation. Toward a paradigm-praxis dialectic. In E. Guba (Ed.), The paradigm dialog (pp. 105-124). Newbury Park, CA: Sage Publications.

Freire, P. (1970). Pedagogy of the oppressed. New York: Seabury Press.

Geertz, C. (1973). The interpretation of cultures. New York: Basic Books.

Genessee, F. (1979). Acquisition of reading skills in immersion programs. Foreign Language Annals, 12, 71-78.

Geuss R. (1981). The idea of critical theory. Cambridge, UK: Cambridge University Press.

Glaser, B. & Strauss, A. (1967). The discovery of grounded theory. Chicago: Aldine Press.

Goodman, K. (1973). Psycholinguistic universals in the reading process. In F. Smith (Ed.), Psycholinguistics and reading. New York: Holt, Rinehart and Winston.

Greene J. (1990). Three views on the nature and role of knowledge in social science. In E. Guba (Ed.), The paradigm dialog (pp. 227-245). Newbury Park, CA: Sage

Publications.

Guba, E. (1990). The alternative paradigm dialog. In E. Guba (Ed.), The paradigm dialog (pp. 17-27). Newbury Park, CA: Sage Publications.

Guba, E. & Lincoln, Y. (1989). Fourth generation evaluation. London: Sage Publications.

Habermas, J. (1972). Knowledge and human interest. Boston: Beacon Press.

Hall, C. P. (1990). Some differences between dialect English and standard English. Lecture given at OCOD summer workshop.

Halliday, M. (1975). Learning to mean. London: Edward Arnold Publishing Co.

Hayden, H. (1985). Reading in French immersion: a pot-pourri of concerns. Reading-Canada-Lecture, 3, 49-55.

Heath, S. B. (1986). Questioning at home and at school: a comparative study. In M. Hammersly (Ed.), Case studies in classroom research (pp. 104-131). Philadelphia: Open University Press.

Henson, K. T. (1987). Strategies for overcoming barriers to educational change. NASSP Bulletin, 71(497), 125-127.

House, E. (1990). An ethics of qualitative field studies. In E. Guba (Ed.), The paradigm dialog (pp. 158-166). Newbury Park, CA: Sage Publications.

Hymes, D. (1971). Pidginization and creolization of languages. Cambridge: Cambridge University Press.

Hymes, D. (1972). Introduction. In C. Cazden, V. John, & D. Hymes (Eds.), Functions of language in the classrooms. New York: Teachers College, Columbia University.

Krashen, S. (1981). Second language acquisition and second language learning. Oxford: Pergamon Press.

Krashen, S. (1987). Principles and practice in second language acquisition. London: Prentice-Hall International (UK) Ltd.

Krashen, S. & Terrell, T. (1983). The natural approach. Hayward, CA: Pergamon Press.

Krueger, R. A. (1988). Focus groups: a practical guide for applied research. Newbury Park, CA: Sage Publications.

Kuhn, T. S. (1970). The structure of scientific revolution. Second edition. Chicago: University of Chicago Press.

Lather, P. (1990). Reinscribing otherwise. The play of values in the practice of human sciences. In E. Guba (Ed.), The paradigm dialog (pp. 315-332). Newbury Park, CA: Sage Publications.

Lecompte, M. (1990). Emergent paradigms. How many? How necessary? In E. Guba (Ed.), The paradigm dialog (pp. 246-257). Newbury Park, CA: Sage Publications.

Lee, D. & Newfeld, F. (1974). Alligator Pie. Toronto: Macmillan of Canada.

LePage, R. B. (1988). Some premises concerning the standardization of languages with special reference to Caribbean creole English. International Journal of the Sociology of Language, 71, 25-36.

Lincoln, Y. (1990). The making of a constructivist. A remembrance of transformations past. In E. Guba (Ed.), The paradigm dialog (pp. 67-87). Newbury Park, CA: Sage Publications.

Lincoln, Y. & Guba, E. (1985). Naturalistic Inquiry. Newbury Park, CA: Sage Publications.

Liston, A. S. & Zeichner, K. M. (1990, winter). Teacher education and the social context of schooliing: issues for curriculum development. American Educational Research Journal, 27(4), 610-636.

Mathison, S. (1988, March). Why triangulate? American Education Research, 17(2), 13-17.

McCutcheon G. (1990). Rumination on methodology. Of truth and significance. In E. Guba (Ed.), The paradigm dialog (pp. 277-289). Newbury Park, CA: Sage Publications.

Merriam, S. B. (1988). Case study in education. A qualitative approach. San Francisco: Jossey-Bass.

Miles, M. B. & Huberman, A. M. (1984). Qualitative data analysis. Newbury Park, CA: Sage Publications.

Mishler, E. G. (1986). Research interviewing. Context and narrative. Cambridge, MA: Harvard University Press.

Modiano, N. (1968). National or mother language in beginning reading: a comparative study. Reading in the teaching of English, 2, 32-43.

Noddings, N. (1986). Fidelity in teaching, teacher education, and research for teaching. Harvard Educational Review, 56(4), Nov. 496-510.

Osborne, J. W. (1990). Some basic existential phenomenological methodology for counsellors. Canadian Journal of Counselliing, 24(2), 79-91.

Patton, M. Q. (1990). Qualitative evaluation and research methods (second edition). Newbury Park, CA: Sage Publications.

Peat, D. & Mulcahy, R. F. (1990, May). Effective staff development principles. The Canadian School Executive, 10(1), 3-7.

Piaget, J. & Inhelder, B. (1969). The psychology of the child. New York: Basic Books.

Popkewitz, T. (1990). Whose future? Whose past? Notes on critical theory and methodology. In E. Guba (Ed.), The paradigm dialog (pp. 46-66). Newbury Park, CA: Sage Publications.

Quintero, A. H. (1989, August). The university of Puerto Rico's partnership project with schools: a case study for the analysis of school improvement. Harvard Educational Review, 59(3), 347-361.

Reason, P. (1988). Human Inquiry in Action. London: Sage Publications.

Roberts, P. A. (1988). West Indians and their language. Cambridge: Cambridge University Press.

Sanders, J. R. (1979). On the technology and act of evaluation. A review of seven evaluation primers. Evaluation News, 12, 11-17.

Schon, D. (1983). The reflective practitioner. New York: Basic Books.

Schon, D. (1987). Educating the reflective practitioner. London: Jossey-Bass Limited.

Schutz, A. (1953). Common-Sense and scientific interpretation of human action. Philosophy and Phenomenological Research, 14, 1-37. CP I, 3-47.

Schwandt, T. (1990). Paths to inquiry in the social disciplines. Scientific, constructivist, and critical theory methodologies. In E. Guba (Ed.), The paradigm dialog (pp. 258-276). Newbury Park, CA: Sage Publications.

Slobin, D. (1971). Psycholinguistics. Glenview, IL: Scott Foresman.

Smith, J. (1990). Alternative research paradigms and the problem of criteria. In E. Guba (Ed.), The paradigm dialog (pp. 167-187). Newbury Park, CA: Sage Publications.

Spradley, J. P. (1980). Participant observation. New York: Holt, Rinehart and Winston.

Stake, R. E. (1978). The case study method in social inquiry. Educational Researcher, 7, 5-8.

Stake, R. E. (1988). Case study methods in educational research: seeking sweet water. In R. E. Jaeger (Ed.), Complementary methods for research in education (pp. 253-269). Washington: American Educational Research Association.

Stein, M. K., Baxter, J. A., & Leinhardt, G. (1990, winter). Subject matter knowledge and elemtary instruction: a case from functions and graphing. American Educational Research Journal, 27(4), 639-663.

Stewart, D. W. & Shamdasani, P. N. (1990). Focus groups, theory and practice. Newbury Park, CA: Sage Publications.

Strauss, A. & Corbin, J. (1990). Basics of qualitative research. Newbury Park, CA: Sage Publications.

Swain, M. (1974). French immersion programs across Canada. Canadian Modern Language Review, 31, 117-129.

Terrel, T. (1977). A natural approach to second language acquisition and learning. Modern Language Journal, 61, 325-337.

Turner, E., Long, A., Foley, R., & Kidd, J. (1988, autumn). Towards a strategy for implementing change. British Journal of In-service Education, 14(3), 191-201.

United Nations Development Programme. (1991). Human development report. New York: Oxford University Press.

van Manen, M. (1989). By the light of the anecdote. Phenomenology and Pedagogy, 7, 232-251.

Werner, W. (1984). Evaluation: sense making of school progrmas. In T. Aoki (Ed.), Curriculum evaluation in a new key (pp.20-39). Edmonton: Department of Secondary Education, University of Alberta.

Williams, C. (1991, Sept.20). Census finds fewer people than "guesstimates". News, a weekly newspaper published in Kingstown, St. Vincent.

Wilson, D. C. (1984). Emic evaluation inquiry as an approach for evaluating school programs. In T. Aoki (Ed.), Curriculum evaluation in a new key (pp. 57-72). Edmonton: Department of Secondary Education, University of Alberta.

Wilson, S. M. (1990 Nov.). The secret garden of teacher education. Phi Delta Kappan, 72(3), 204-209.

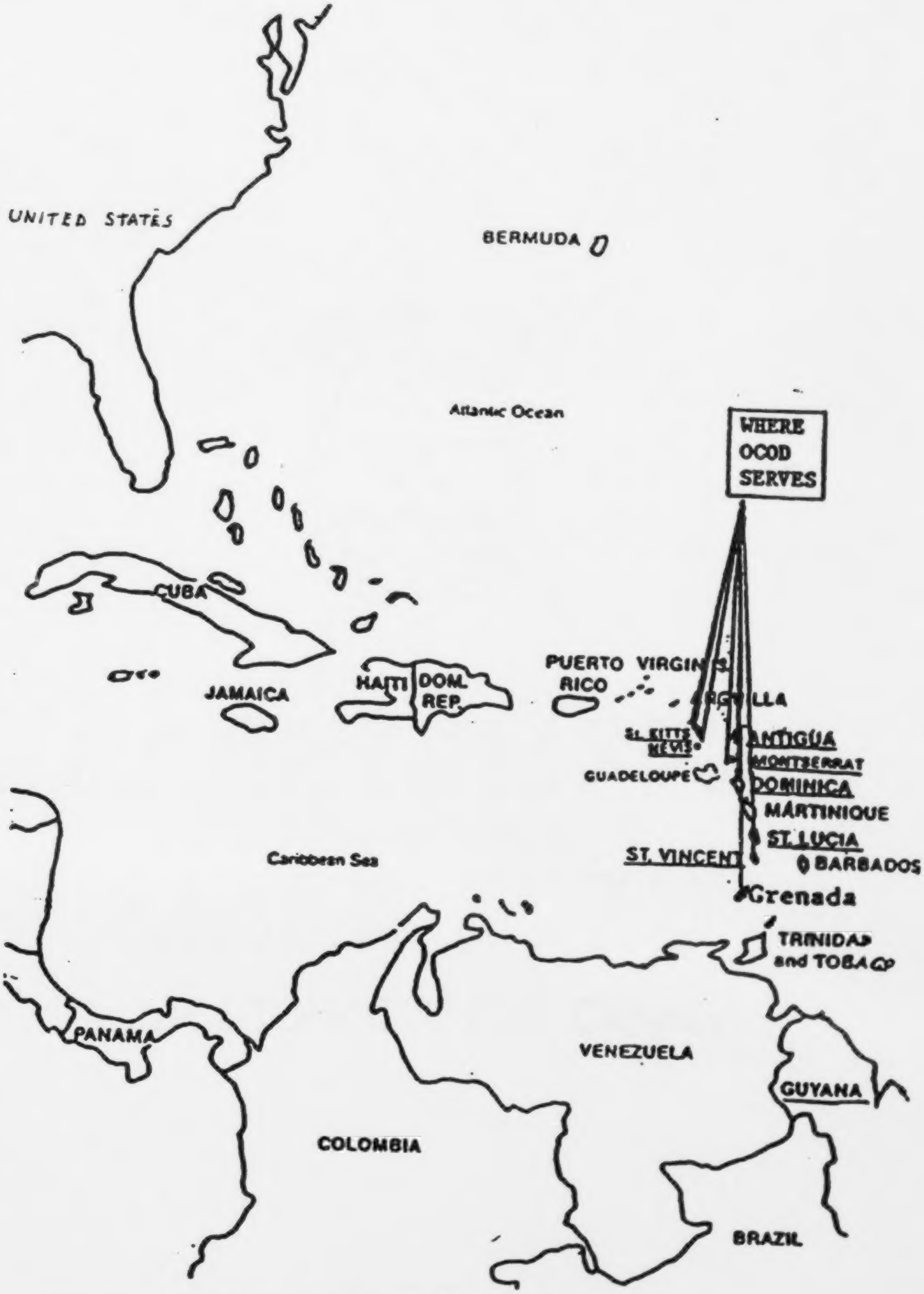
World Bank. (1990). World Bank Development Report 1990: Poverty. Washington: Oxford University Press.

Yin, R. J. (1989). Case study research. Design and methods. Newbury Park, CA: Sage Publications.

APPENDICES

APPENDIX A

MAP SHOWING WHERE OCOC SERVES


UNITED STATES
BERMUDA
Atlantic Ocean
WHERE OCOD SERVES
CUBA
JAMAICA
HAITI
DOM. REP.
PUERTO RICO
VIRGIN IS.
ANGUILLA
St. KITTS NEVIS
ANTIGUA
MONTSERRAT
GUADELOUPE
DOMINICA
MARTINIQUE
ST. LUCIA
ST. VINCENT
BARBADOS
Grenada
TRINIDAD and TOBAGO
Caribbean Sea
PANAMA
VENEZUELA
GUYANA
COLOMBIA
BRAZIL

Source: OCOD Tutor Manual No Copywrite

APPENDIX B

1992 TRAINEE'S EVALUATION QUESTIONNAIRE

ORGANIZATION FOR COOPERATION IN OVERSEAS DEVELOPMENT

1992 TRAINEE'S EVALUATION QUESTIONNAIRE

COUNTRY: ____________ COURSE: __________ PHASE:______

Please rate the following statements in terms of your experience in this summer's workshop:

A. METHODOLOGY

	Agree (1)	Undecided (2)	Disagree (3)
1. The goals of the course were defined at the outset.	1	2	3
2. The goals of the course were modified as needed.	1	2	3
3. Tutor(s) had adequate knowledge of subject matter.	1	2	3
4. Tutor(s) showed willingness to re-teach or explain subject matter when requested.	1	2	3
5. Tutor(s) showed flexibility in methodology to suit the needs of the group.	1	2	3
6. Tutor(s) used commonly understood language, terms and references.	1	2	3
7. Tutor(s) encouraged peer interaction and peer teaching (i.e., to share ideas and learn from one another).	1	2	3
8 Tutor(s) used methods with which I was comfortable.	1	2	3
9. Tutors worked well as a team.	1	2	3
10. I have benefitted academically from this.	1	2	3
11. I would like to participate in another OCOD workshop.	1	2	3

(Page 2 - overleaf)

Source: OCOD Tutor Manual   No copywrite

Page 2

B. COURSE CONTENT

	Agree (1)	Undecided (2)	Disagree (3)
12. Materials/handouts were relevant.	1	2	3
13. Course content was relevant to my current teaching assignment.	1	2	3
14. Course content was relevant to the local situation.	1	2	3
15. Course content was appropriate to my educational background.	1	2	3
16. Amount of subject matter was appropriate to time allotted.	1	2	3

C. ON-SITE FACILITIES

17. Size of class group was appropriate.	1	2	3
18. Classroom comfort was adequate (space, condition, lighting, etc.).	1	2	3
19. Length of teaching day was appropriate.	1	2	3
20. Dates of workshop were convenient.	1	2	3
21. Duration and frequency of breaks were appropriate.	1	2	3

COMMENTS:

Source: OCOD Tutor Manual No copywrite

APPENDIX C

SAMPLE PARTICIPANT JOURNAL ENTRY

Day 6 Friday 26th Jly

As the day goes along learning becomes more exciting for me. The day was very packed with activities. I cannot help commenting on how much could be learn in such short space of time on you get your learning gears in tune. I liked the way in which special emphasis was placed on 'Listening'. I especially enjoy when Mr. Halls says we must put ourselves in the place of the students and experience how it feels to be a pupil. I also have a clearer incite as to the using of preposition. I also learnt some new ways of teaching reading some of which I personally like eg the previewing, predicting and identyfying a particular part of speech eg nouns those I think are really exciting. I probably wasn't paying attention so ~~I~~ on revising the days work I couldn't remember the immersion method here I again realize the importance of listening.

We all have difficulty listening sometimes (name deleted) I'm looking forward to learning from you during next year. to see if the workshop ideas work for you.

APPENDIX D

SAMPLE PARTICIPANT LETTER

Dear Harole,

I hope you and your family is in good health and enjoying life.

Well I recieve your letter, but it was rather a busy Term for me.

myself I'm eighteen years old, born on The 5th of August 1973 under the Sign of Leo. I attended Secondary school for four years and got Three subject when I graduated last year. I have been Teaching for 1 month less than a year. oh, I'm living in the country side.

The workshop was really good for me I learned a lot from it, I was really impress ~~to~~ with Some of The Teaching method. Since I only Stated Teaching a few months I find The ideas very usefull I did not even know much about lesson planning. Their is one problem, because I'm Teaching in the rural area there ~~is~~ are not much book available for research. I will be very thankfull if you can sent me one for my class age group 8-9 years. Sometime I don't know where to state Teaching.

That will be all for now, since I has a lot of work to do at the moment. I has a lot to tell you about my ~~Teach~~ Job in my next letter anyway.

Bye Bye.

APPENDIX E

VIDEO PROGRAM

AN ORIENTATION TO THE PRIMARY SCHOOLS OF ST. VINCENT

When I began volunteer teaching with OCOD six years ago I had already experienced teaching in two third world countries: Zambia and Ethiopia. Most OCOD volunteers however, have not had such experience. Even those volunteers who have taught OCOD programs for several years have never had the opportunity to visit a functioning classroom in the West Indies. It seems to me that such lack of experience is a disadvantage when it comes, for example, to select teaching methods to present to Caribbean teachers during the summer workshops. Throughout the making of this video I kept thinking about the vicarious experience it might provide for Canadian volunteer teachers going to teach in St. Vincent for the first time. I kept asking myself, "Is what I am seeing a true representation of reality?" and "Can what I'm seeing through this one inch viewfinder convey to someone else a sense of a different school culture?" These are questions I cannot answer, but they do reveal my orientation during the production stage of this video. The mission was to provide through an audio-visual medium a sense, a feeling, some comprehension of what it is like to teach in the primary schools of St. Vincent.

Primary Schools

This video deals only with primary schools. Primary schooling in St. Vincent begins at age 4 or 5. The first two years of schooling are called Infant One and Infant Two. Children then enter a more formal phase of schooling for five years: Junior One through Junior Five. At the conclusion of Junior Five children write what is called the Common Entrance Examinations. Children must be between the ages of 10.5 and 13 to be eligible to write these examinations. Passing these examinations means acceptance to a secondary school. Not passing these examinations means remaining in the primary school for a further three years: Senior One, Two, and Three. If students are successful during these senior years, they may be allowed to enter a secondary school at the Form Two level.

Planning the Video

Planning the video was largely experimental. I was not sure what I would end up with. It was done after I had completed four weeks of visiting schools and interviewing teachers. It took three full days to complete the video taping. I had control over the introductory scenes and these may give the viewer the impression that they are about to be presented with an orchestrated instructional program on how the primary school system works, but once I entered the schools the agenda was determined not by me, but by what was taking place there. I did, of course, choose the schools. I tried to choose a variety of locations: rural, town, and city. My choice was limited to the schools where I had contacts and where permission had been granted to do this kind of research. I did not look for any special things, nor were any situations contrived by either the teachers or myself. I wanted to depict as naturally as possible the reality of a regular school day. I avoided giving personal interpretations to what was happening. To respect the situational-interpretive orientation of the study, I thought it best just to let the recorded experience speak for itself.

Problems Encountered in Making the Video

First, I discovered that video-taping in the West Indies involves being tolerant of sudden rain showers, dogs barking, roosters crowing, people shouting, noisy vehicles, and horn-happy drivers. Second, I was not always fortunate in being in a classroom where something "typical" was happening. Many of the schools were involved in testing during my visit. This turned out to be an advantage as far as interviewing teachers was concerned because they were able to free themselves from time to time from regular classroom duties to speak with me, but it was a disadvantage from the point of view of filming because the children were doing much the same thing in many of the schools, that is, writing tests - even in the Infant classes. Third, although not generally camera-shy, the children were not always completely "natural" during the filming. Actually, the video camera caused fewer distractions in the classroom than the flash of my 35-mm camera during previous visits. The camera flash never failed to stop all action and conversation in a classroom. I do not consider any of the problems I encountered in making the video to be particularly serious. Frankly, I think there is a lot of potential in using video recording to support the kind of research involved in this study.

Problems Encountered During Editing

There was quite a lot of editing involved, first to select appropriate footage, and second to put the program together in a logical and interesting sequence. On a camcorder such as mine, a Sony Video 8 Handycam, the video and the audio tracks are recorded simultaneously. They cannot be edited separately, at least not with home-video equipment. As a result, some interesting scenes had to be sacrificed due to either unsuitable audio or video elements.

Cutting from one scene to another at the right moment, and without getting an annoying "blip" on the television screen proved to be surprisingly difficult. This editing problem led to several frustrating hours of re-taping.

Conclusion

I enjoyed making this video. Although it may lack technical finesse, I believe it does provide the viewer with authentic images of real classrooms operating in natural ways. As a researcher I have tried to present a program that was free of researcher bias and interpretation. My intent was to present a program in which the interpretation would be make by the viewer, not the producer. There are a great many things revealed in this short program, and I think it might be valuable as an orientation film for Canadian volunteers planning to work with primary teacher in St. Vincent. I hope it is also of some value to those who read my study on teaching a methods course in English as a second language to St. Vincent teachers.

APPENDIX F

OCOD WORKSHOP PLANNING GUIDE

1993 O.C.O.D. WORKSHOP PLANNING GUIDE

SUBJECT & PHASE ______________ TUTORS ______________ DAY ________

TERRITORY ______________ ______________

CONTENT/OBJECTIVES	TUTOR ACTIVITIES	TRAINEE ACTIVITIES	MATERIALS	COMMENTS
Course content is broken down into specific ¼ day teaching units.	*Assign specific teaching responsibilities as determined jointly by the Tutors.*	*Identify the specific lesson, exercise, project, class organization, etc., in relation to this teaching unit.* *Class projects, etc., should be geared to the availability of local material, equipment, facilities and needs.*	*List the material and equipment that is available or may be required to teach the specific subject content.* *Also identify which Tutor will be responsible for what material and/or equipment.*	*Note any suggestions, ideas, points of reference, ect., that may relate to this teaching unit.*
			DEVIATIONS FROM PLAN	
	- S A M P L E -			

Source: OCOD Tutor Manual No copywrite

O.C.O.D.

SUBJECT & PHASE: ______________________ **YEAR:** 1993

TERRITORY: ______________________________________

COURSE GOALS:

Source: OCOD Tutor Manual No copywrite

APPENDIX G

TALLY SHEET FOR PARTICIPANT QUESTIONNAIRE

ORGANIZATION FOR COOPERATION IN OVERSEAS DEVELOPMENT

1991 TRAINEE'S EVALUATION QUESTIONNAIRE

COUNTRY: SVG COURSE: ESL PHASE: 2

Please rate the following statements in terms of your experience in this summer's workshop:

A. METHODOLOGY

Numbers indicate number of responses. Maximum: 24

	Agree (1)	Undecided (2)	Disagree (3)
1. The goals of the course were defined at the outset.	24	0	0
2. The goals of the course were modified as needed.	24	0	0
3. Tutor(s) had adequate knowledge of subject matter.	24	0	0
4. Tutor(s) showed willingness to re-teach or explain subject matter when requested.	24	0	0
5. Tutor(s) showed flexibility in methodology to suit the needs of the group.	24	0	0
6. Tutor(s) used commonly understood language, terms and references.	24	0	0
7. Tutor(s) encouraged peer interaction and peer teaching (i.e., to share ideas and learn from one another).	24	0	0
8 Tutor(s) used methods with which I was comfortable.	21	3	0
9. Tutors worked well as a team.	24	0	0
10. I have benefitted academically from this.	24	0	0
11. I would like to participate in another OCOD workshop.	22	2	0

(Cont'd on Page 2)

Source: OCOD Tutor Manual No copywrite

Page 2

		Agree (1)	Undecided (2)	Disagree (3)
B.	**COURSE CONTENT**			
12.	Materials/handouts were relevant.	24	0	0
13.	Course content was relevant to my current teaching assignment.	22	2	0
14.	Course content was relevant to the local situation.	24	0	0
15.	Course content was appropriate to my educational background.	24	0	0
16.	Amount of subject matter was appropriate to time allotted.	15	9	0
C.	**ON-SITE FACILITIES**			
17.	Size of class group was appropriate.	23	0	1
18.	Classroom comfort was adequate (space, condition, lighting, etc.).	17	2	5
19.	Length of teaching day was appropriate.	20	4	0
20.	Dates of workshop were convenient.	20	2	2
21.	Duration and frequency of breaks were appropriate.	17	3	4

COMMENTS:

Helpful to me as teacher (4), Useful for dealing with language problems (2), Learned teaching methods (8), successful (5), informative (3), educational (3), learned a great deal (8), learned about: reading (2), writing (1), about Vincentian creole (2), lesson planning (2). Changed attitude towards creole (5), made me a better teacher (2), beneficial to students (1), valid (1), made me a better speaker (2), challenging (1), inspirational (1).

Source: OCOD Tutor Manual No copywrite

APPENDIX H

JUNIOR 5 SECOND TERM TEST ENGLISH

DIRECTIONS
Each question has four possible answers lettered A, B, C, and D. Choose the correct answer, then on your answer sheet write the letter A, B, C, or D which is next to the answer you have chosen.

Please use a pencil.

Name the part of speech for the word underline(d).

1. My sister has a round face.
A noun B conjunction C adjective D verb
2. John wanted to surprise his mother.
A verb B pronoun C adverb D adjective
3. The choir sang sweetly at the concert.
A conjunction B noun C adverb D adjective
4. He could not answer the question.
A verb B adverb C noun D adjective

Choose the verb which best completes the sentence. On your answer sheet write the letter you have chosen.

5. One of the two brothers ....the winner.
A was B were C are D came
6. Two of the men .... killed.
A did B has C were D is
7. Neither of the radios .... working.
A are B was C were D seemed
8. Peas and beans .... good for you.
A not B grow C was D are
9. The children have .... to the park.
A went B goes C gone D going
10. My mother .... a new watch.
A buy B have bought C has bought D buying
11. That flight of steps .... very steep.
A were B are C is D look
12. He was given a .... of pay.
A raise B rise C raised D rose
13. The teacher gave plums to Martha and ....
A I B hers C me D we
14. Of the two cakes, this is the ....
A best B nicest C tastiest D lighter
15. Neither Sue .... Ellen could do the sum.
A nor B and C or D for
16. This purse is different .... mine.
A than B as C to D from

17. Either Tom .... Jim is here.
A and B nor C for D or
18. .... are the children?

A wear B where C were D witch

Choose the sentence in which the best language is used. On your answer sheet write the letter you have chosen.

19. A Never will I be going back.
    B He will never go back again.
    C I won't return there.
    D I won't return back.

20. A Mary is the tallest of the two children.
    B Mary is the taller of the two children.
    C Mary is the tall of the children.
    D Mary is the taller of the child.

21. A He did go last night.
    B He is going last night.
    C He had been going last night.
    D He went last night.

22. A Mostly I read.
    B I read mostly.
    C I spend my time reading mostly.
    D I spend most of the time reading.

23 A Both him and me went to cinema.
   B I and him went to the cinema.
   C He and I went to the cinema.
   D We two went to the cinema.

Choose the most suitable word to fill the blank spaces. On your answer sheet, write the letter of the one you choose.

24 He did not know what to do next, he was ....
   A disgusted B desperate C different D divine
25 He was very .... always in trouble.
   A mischievous B minute C monkey D mean
26 She presented a .... of flowers to the baby.
   A bundle B cluster C bo(u)quet D clump
27 We saw one on the beach it was ....
   A decorated B dispersed C disgusted D deserted

Choose the word that means the same as the one underlined.

28 Parents have an obligation to help their children.
   A job B chance C duty D time
29 The stamp will not adhere to the paper.
   A stick B dirty C war D colour
30 Classes will resume after lunch.
   A make better B stop C end D start again
31 At the end of the concert the people clapped their hands.
   A cheered B applauded C stood D booed

32 She worked the sum in her head.
A carefully B quickly C thoughtfully D mentally

33 The bees, wasps, and ants spoiled the picnic.
A animals B reptiles C mammals D insects

34 Amy and I go shopping now and then.
A always B occasionally C never D frequently

Select the correct preposition for each of the following. Write the correct answer on your answer sheet.

35 The party was arranged .... Richard.
A by B to C from D with

36 I am aware .... the importance of this meeting.
A of B by C at D with

37 The slaves rebelled .... their masters.
A from B to C at D against

38 She begged .... give him half of the money.
A with B for C to D by

In each of the sentence(s) below, the word underlined is wrongly spelt. Choose the correct spelling from those given.

39 Our neice stayed with us for part of the holidays.
A neace B neise C niece D neese

40 You will read this parragraph again.
A parragraf B paragraph C parograpf D parragaph

41 The group posed for several fotographs.
A photographs B photografs C fotografs D photograpfs

42 He gave the girl a lovely flour.
A flora B fowler C flower D floral

43 His mussles were very large because he lifted weights.
A mucles B muscles C mussels D musels

Choose the correct form of the words in capitals to complete these sentences.

44 BUY All were busy .... presents.
A bought B had bought C buying D been buying

45 FLY Large numbers of .... ants bothered us.
A flight B flier C flown D flying

46 DECIDE The .... as to who will go will be made.
A deciding B decided C decision D decisive

47 AGREE The .... was signed by all of us.
A agreeing B agreed C agreement D agreeable

48 FLOWER He made a .... speech at the party.
A flowering B flowery C flowered D flowerer

49 CONTAIN This case at one time .... many items.
A containing B container C contained D containment

50 PASS The .... motorist changed the wheel.
A past B passed C passer D passing

Read the following passage carefully, then write the letter of the correct answer on your answer sheet.

The camel, the ship of the desert as it is popularly referred to, is one of the few animals that can survive without water for fairly long periods of time. The duration of its existence without water depends on a few factors: the temperature, the food it eats and the work it does at the point in time.

In the burning desert sun the camel needs water every ten days, whereas in cooler weather it can do without water for as long as two weeks. In winter the camel can exist without water for the entire period - a duration of three months. Camels, as compared to other animals and human beings lose very little of its body moisture from sweating. The camel gets much hotter than other animals before it begins to sweat.

Camels do not store water in their humps, but rather food, for times of scarcity, in the form of fat. In times of plenty it eats a lot to store the food fat required to produce energy vital to existence in the desert - a place of extremes of daily temperature.

51. Why is the camel referred to as the ship of the desert?
    - A Because it can travel very well in water.
    - B There are large oceans in the desert.
    - C It can travel better than other animals in the desert.
    - D It can go without water during the winter.
52. What factor enables the camel to be suitable for desert travelling?
    - A Because it is the ship of the desert.
    - B The fact that it exists without water for long periods.
    - C Because of the type of wok it does.
    - D None of these.
53. The length of time the camel does not drink varies from -
    - A One to ten days
    - B One to two weeks
    - C Two weeks to three months
    - D Ten days to three months
54. Another factor that assists the camel to adapt to desert life is -
    - A The fact that it does not sweat as quickly as other animals.
    - B That it carries water in its humps.
    - C The camel is a voracious eater.
    - D The temperature is too high in the desert.
55. What do camels store in their humps in times of scarcity?
    - A Gallons of water.
    - B Kilograms of fatty substances.
    - C Enough food for the winter.
    - D Food in the form of fats.
56. From the passage "extremes of daily temperature" means-
    - A Extremely hot temperature in the day.

B Very cold temperatures during the winter.
C Very hot during the day and very cold at night.
D Freezing temperature during the night.

Choose one of the words below which co(u)ld be used in place of the word in capital letters without altering the meaning.

57. Driving in not PERMITTED in the park.
A possible B allowed C caused D planned
58. Ships TRANSPORT bananas to England.
A sail B load C carry D pull
59. A SINCERE friend could not have done that to you.
A serious B concerned C certain D true
60. We CREATED lovely flowers from waste paper.
A made B cut C travel D draw

Choose the sentence that is correctly punctuated.

61. A "I am not going," said Tom. "I want to stay here."
B "I am not going said Tom. I want to stay here."
C I am not going, said Tom, I want to stay here.
D "I am not going", said Tom, "I want to stay here."
62. A It was Harry, who told me, about it.
B It was Harry, who told me about it.
C "It was Harry" who told me about it.
D It was Harry who told me about it.
63. A "Where have you been all day?" asked father angrily.
B "Where have you been all day, asked father angrily".
C "Where have you been all day"? asked father angrily.
D Where have you been all day? asked father angrily.
64 A Diane, Mary, David Thomas and Mark went to the movies.
B Diane Mary, David Thomas, and Mark went to the movies.
C Diane, Mary, David Thomas and Mark, went to the movies.
D Diane Mary David Thomas and Mark went to the movies.
65 A "Oh no," exclaimed the girl, "I did not do it."
B "Oh no!" exclaimed the girl, I did not do it!
C On no! exclaimed the girl, "I did not do it!
D "Oh no!" exclaimed the girl, "I did not do it!"

Find the word that best completes the sentence.

66. Whenever a piece of sponge or cloth becomes .... with water, it is not capable of soaking up any more.
A saturated B diluted C wet D heavy
67. A person who visits another country is a ....
A soldier B tourist C pedestrian D hawker
68. The lunatic was taken to the .... for treatment.
A convent B prison C asylum D orphanage
69. The meat of a cow is called ....
A pork B mutton C beef D chicken
70. A person from another country is a ....
A stranger B foreigner C photographer D volunteer
71. Plates, cups and saucers are know as ....
A crockery B cutlery C glass D dishes
72. To choose with care is to ....

A prefer B select C attempt D imitate

73. A person who always looks on the bright side of life is an ....
A orphan B pessimist C optimist D assassin

Select the definition which best explains the word or words in capital letters.

74. A FLORIST
A sells flowers and potted plants.
B sells vegetables.
C grows flowers.
D grows fruits.

75. An ASTRONAUT
A flies an aeroplane.
B flies a space craft.
C flies a jumbo jet.
D flies a helicopter.

76. PUNCTUAL means
A putting in all the punctuation marks.
B arriving before the time.
C on time.
D late.

77. A PHARMACY
A sells only toiletries.
B sells only stationery.
C sells only tyres.
D is a drugstore.

78. A SUPERMARKET
A sells fish only
B is a drugstore
C sells all sorts of goods.
D sells vegetables only.

79. IMPRESS means to -
A imprint or stamp an idea on a person
B press light clothes.
C send a manuscript to the press.
D press a shirt or pants.

80. CAUTION means -
A danger
B taking care
C confidence
D curious

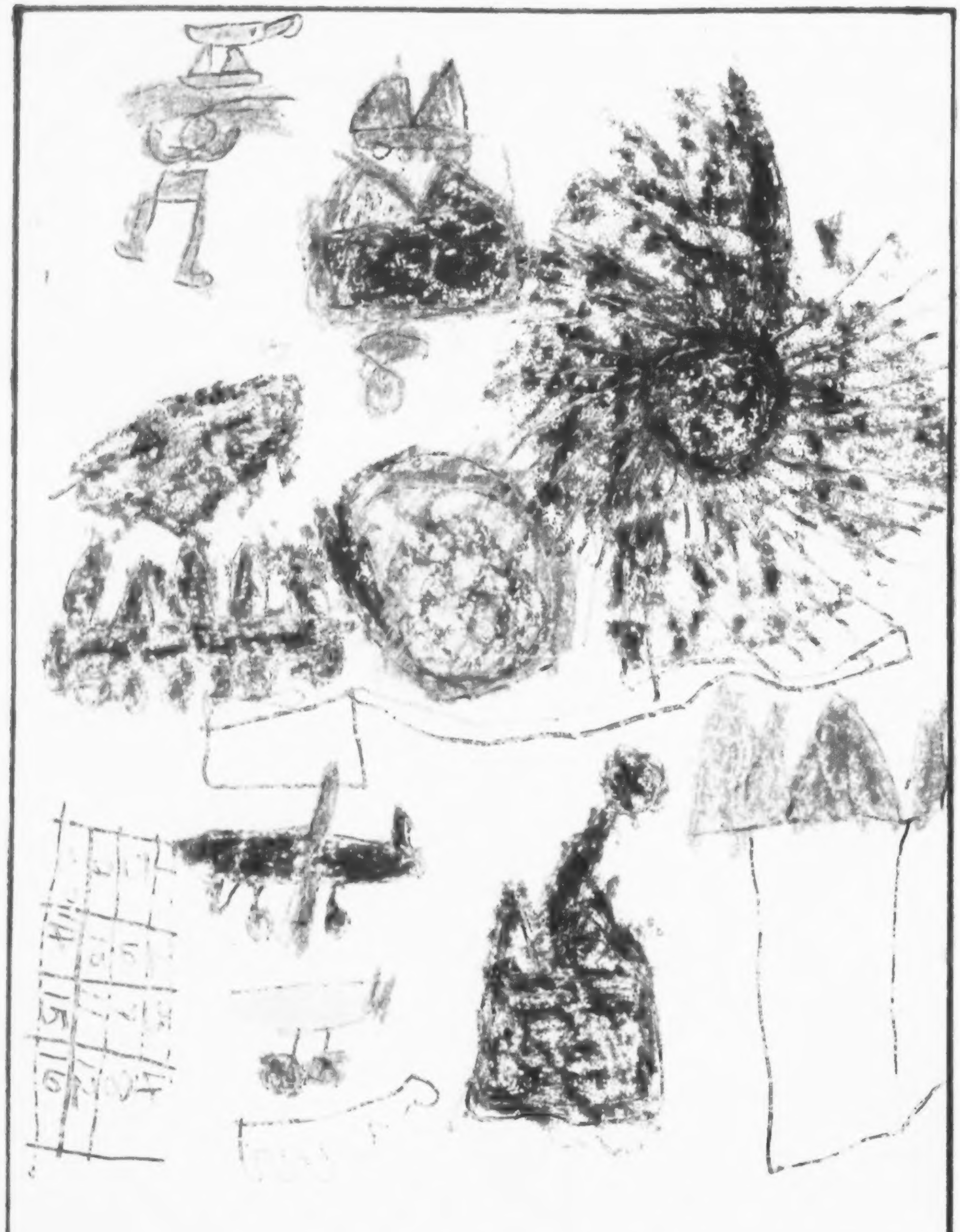
Write an essay on one of the following topics:
A. Carnival in S.V.G.
B. A school trip I really enjoyed
C. Some uses of fruits
D. An excuse for being absent from school
E. Imagine you have a rich uncle who has promised you a special gift. Write about the gift you would like to receive, and the reasons for your choice.

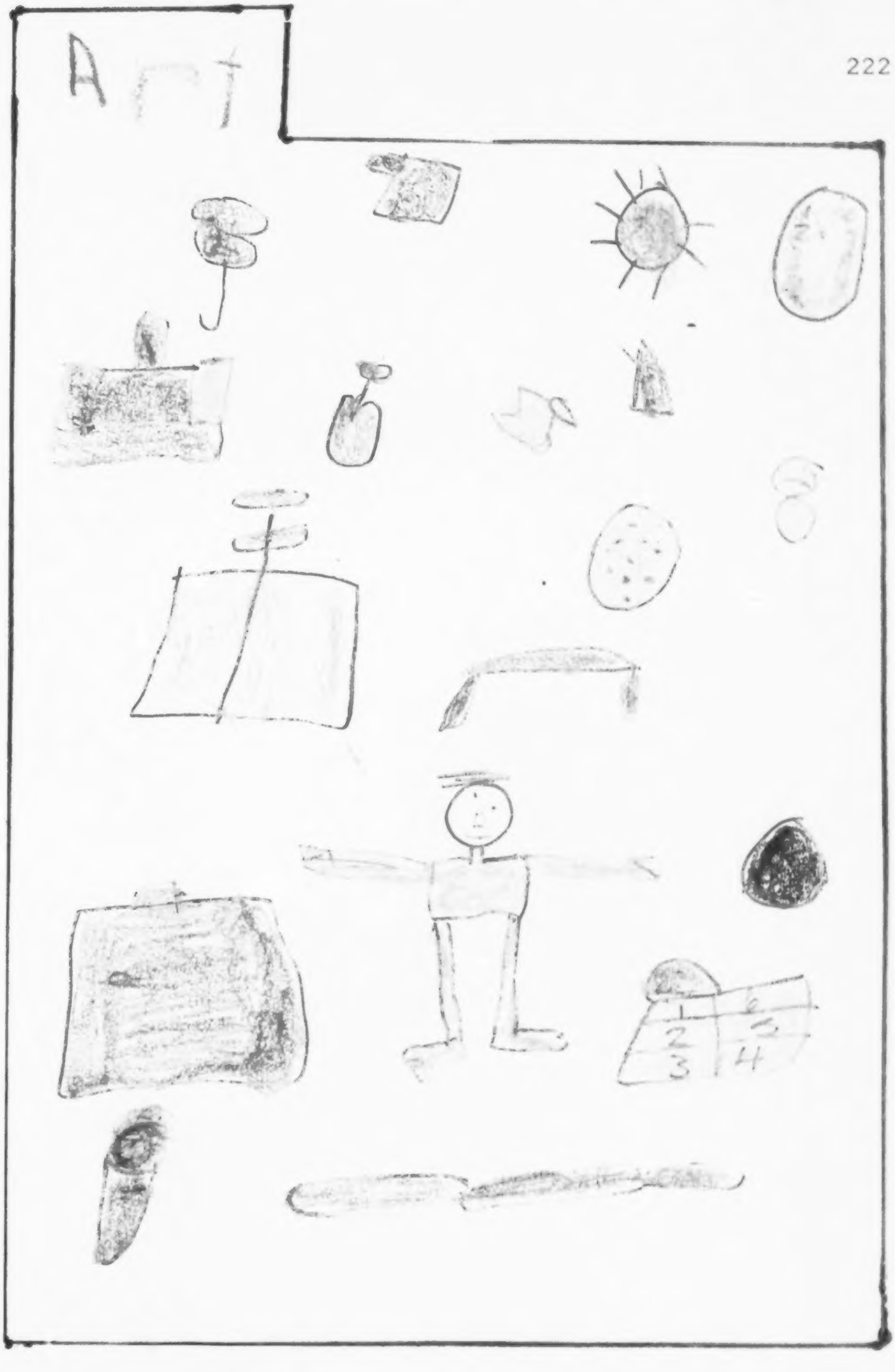
GOOD LUCK

Note: This test has been retyped from the original gestetnor copy. The content and the format have not been changed.

APPENDIX I

STUDENT ART FROM INFANT TWO LEVEL: AGE 6


14
15
16


Art
1
6
2
5
3
4

APPENDIX J

JUNIOR 1 LANGUAGE ARTS EXAMINATION

A Answer all questions.
1. What is your name? ....
2. Where are you living?......................................
3. How old are you?...
4. Are you a male or a female?................................
5. What is the name of your school?...........................
6. What would you like to be when you grow up?................

B Put a full stop at the end of each telling sentence and a question mark at the end of the asking questions.
7. How are you today
8. My class name is Junior one
9. Where did you put my books
10. I put them in the cupboard
11. Is your mother at home
12. Which book is mine
13. My mother has gone to town
14. I have a green book bag
15. Have you seen Anthony
16. I like to climb tall trees

C Match the correct answer from column B with column A to form a joining word and write it in the blanks.

Column A	Column B
17. sweet...............	stick
18. black...............	card
19. table...............	nail
20. ice.................	cloth
21. post................	bird
22. broom...............	soap

D Select the correct homophone from the bracket to complete the sentences.
23. We .... with our eyes. (see, sea)
24. I have a .... pair of shoes. (new, knew)
25. The rope has a .... (not, knot)
26. A crab lives in a .... (whole, hole)
27. There are seven days in a .... (weak, week)
28. I am going to .... some sweats. (buy, by)
29. The heat of the .... dries our clothes. (sun, son)
30. The donkey has a long .... (tale, tail)

E Choose the correct verb from the bracket to write in the blank spaces.
31. Orell .... a new boat. (has, have)
32. You .... a gold watch. (has, have)
33. The teacher .... writing on the board. (is, are)
34. The boys .... playing cricket. (is, are)
35. The sea ..... rough and the waves ..... high. (was, were)

36. Mother ..... sick and the children ..... sad. (was, were)

F Write capital letters where they are needed.
37. I am living in gravel creek.
38. jack and jill went up the hill.
39. the name of my school is imo government school.
40. easter comes in the month of april.

G Write five sentences on My School
....
....
....
....
....

H Write the opposite of the word underlined. Choose your answer from these words: fat, early, right, clean, dry, hot.
43. Anthony is (a) slim boy. ....
44. The shirt was dirty. ....
45. Devery came to school late. ....
46. The clothes on the line were wet. ....
47. I got two of the Math sums wrong. ....

I Circle only the verbs in the sentences.
48. The boy rides the bicycle.
49. Boats sail on the sea.
50. Adonis writes in her book.
51. The children clapped their hands.
52. Orell smiles because he is happy.

J Write 5 sentences using these descriptive words.
sunny ....
old ....
greedy ....
sweet ....
sharp ....

K Read the comprehension passage carefully and answer the questions.

On Saturday mornings Errol and Lydia go down by the river. Errol looks for river shrimp under the rocks. Lydia tries to swim across a little pool in the river. Errol can swim well and sometimes he helps Lydia. He shows her how to move her arms and legs. When Lydia is tired she sits against one of the big rocks in the river and lets the water run down her back and splash over her head and arms. It's fun, she tells Errol. Sometimes Errol makes a fishing rod from a long stick and twines and a bent pin. He uses worms as bait. Then he sits very still on a rock and waits. He gets mad at Lydia if she splashes in the water or makes noise.

Questions must be answered in correct sentences.

1. What do Errol and Lydia do on Saturday mornings?.........
2. What does Errol do down by the river? ....
3. What does Errol make his fishing rod from? ....
4. Give another name for mad. ....
5. Besides worm, what else can be used as bait? ....
6. Give the passage a suitable name. ....

L Change the underlined noun writing the correct plural noun in the bracket.

7. The glass is empty. (...............)
8. I have two boxes of match. (...............)
9. The book is on the table. (...............)
10. A box of soap is on the shelf. (...............)
11. I like to eat ripe tomato. (...............)

Note: This test has been retyped from the original gestetnor copy. The content has not been changed. More space was allowed in the original for student answers.

APPENDIX K

SALARY SCHEDULE FOR SVG TEACHERS

Salary Scale - Educational Personnel

Grade	Salary (per annum)	Personnel
3	8,160 x 668 - 12,132	Uncertificated Teachers
4	11,172 x 960 - 16,968	Uncertificated Teachers
5	12,780 x 996 - 18,732	Certificated Teachers (C.A.T)
6	15,768 x 1108 - 21,720	Specialists/Instructors
7	19,284 x 1332 - 28,068	Head Teacher (non grad.) Organizers, Graduate Teachers (for first two years)
8	22,044 x 1500 - 29,544	Graduate Teachers, Senior Lecturers, Deputy Principals: Teachers' College, Technical College, Rural Secondary Schools
9	24,252 x 1592 - 32,718	Head Teachers: Rural Secondary Schools, Deputy Principals: Grammar School, Girls' High School.
11	28,764 x 1932 - 36,492	Principals: Teachers' College, Technical College, Grammar School, Girls' High School, Education Officers.

Source: Student Handbook St. Vincent Teacher Training College
No Copywrite

APPENDIX L

EXAMINATIONS IN RELIGION FOR JUNIOR ONE AND JUNIOR FIVE

Second Terminal Examination
Class: Junior One
Subject: Bible Knowledge
Time:

A. Select the most correct answer and write it in the blanks.

1. God made the world in ..... days. (5, 6, 7)
2. Man was created on the .... day. (1st, 5th, 6th)
3. The seventh day of creation God .... . (work, rested, travelled)
4. Man was made from ..... . (dust, machine, robot)
5. God took a ..... from Adam's side to make a woman. (bone, rib, sliver)
6. Adam and Eve lived in a garden called .... . (Eden, Botanic)
7. God told them not to touch or eat the fruit of the tree of .... (life, good, evil)
8. Adam and Eve had .... sons. (2, 1, 0)
9. ...... was a shepherd. (Cain, Abel)
10. God told them to offer a ..... to show they were sorry for their sins. (lamb, fruits and vegetables)
11. God told ...... to build an ark. (Adam, Noah, Japbeth)
12. Noah had .... sons. (3, 6, 4)
13. Noah preached for .... years as he was building the ark. (101, 120, 121)
14. The unclean animals went into the ark by .... (2, 7, 8)

B. Write the word True at the end of each correct statement and False if the statement is wrong.

15. Clean animals went into the ark by twos.
16. The people mocked and laughed at Noah as he preached.
17. The flood rained for forty years.
18. Noah shut the door of the ark before it started raining.
19. The first bird Noah sent out of the ark was a pigeon.
20. The ark rested on mount Ararat.
21. The rainbow was given to Noah and his family as a promise.
22. After the flood, men began to build a tall building called a palace.
23. God said he will never destroy the world with water again but fire.
24. God mix up their language and they began speaking differently.

C. Answer these questions correctly as you can.

25. ..... people were saved in the ark.

26. Draw the animal which made Eve disobey God and write its name.

27. Who was the first murderer on the Earth?
28. Two of the clean animals that went into the ark were .... and ....

Junior 5 Second Terminal Test Religious Knowledge

Name:
Class:
Date:

Read the statements very carefully then choose the letter that marks the correct answer.

A. Complete these statements by choosing the correct word(s).

1. Moses was sent to ... by God so that he will let the Israelites go. A. Herod B. Pharoah C. David D. Saul
2. The Israelites were then living in the land of ... A. Judah B. Israel C. Canaan D. Egypt
3. God sent ... plagues on the Egyptians because they did not let His people go. A. one B. ten C. two D. twelve
4. The last plague was ... A. flies B. lice C. darkness D. death of the firstborn
5. ... disciples were chosen by Jesus. A. 12 B. 10 C. 8 D. 6
6. There were ... sets of brothers amongst them. A. 3 B. 1 C. 2 D. 4
7. The brother of Peter was ... A. John B. James C. Andrew D. Judas
8. ... was the father of James and John. A. Zebedee B. Saul C. Phoebus D. Abram
9. ... was the betrayer in the midst. A. John B. Simeon C. Peter D. Judas
10. ... was sent to King Ahab to warn him about drought throughout the land. A. Elisha B. Elijah C. Moses D. Paul
11. The wife of King Ahab was ... A. Sarah B. Deliah C. Jezebel D. Sappira
12. Elijah prayed ... from heaven during the contest on Mount Carmel. A. rain B. fire C. food D. stones
13. Elijah was ... at the end of his ministry as a prophet of God. A. killed B. stoned C. blinded D. caught up into heaven.
14. David was a ... while Jonathan was prince. A. shepherd B. farmer C. teacher D. soldier
15. These two were ... A. foes B. brothers C. friends D. cousins
16. Jonathan's father was King ... A. Saul B. Solomon C. Ahab D. Nebucchadnezzar
17. David showed ... to Jonathan's son in fulfilment of their once-pledged vow. A. hatred B. joy C. kindness D. envy
18. David was player of the ... A. guitar B. harp C. piano D. trumpet
19. David was anointed and became the ... King of Israel.

A. first B. second C. third D. fourth

20. King Saul was ... by the friendship between his son and David. A. pleased B. glad C. angered D. saddened
21. Elisha was once called the ... prophet by young lads. A. coward B. brave C. handsome D. bad headed
22. He was a prophet who did many ... A. damages B. curses C. miracles D. preaching
23. Elisha was the ... of Elijah. A. predecessor B. successor C. nephew D. uncle
24. He was a ... by trade before he became of prophet. A. fisherman B. orator C. hunter D. farmer
25. The Bible is divided into two divisions, namely the two ... A. parts B. chapters C. parchments D. testaments

Note: The two preceding tests in Religious Studies have been retyped from the original gestetnor copies.